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DRAFT OF GUIDELINE

FRENCH

CORE PROGRAM

K — 13

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FRENCH

CORE PROGRAM

K — 13

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PART I PRELIMINARY DRAFT

POLICY

Introduction and Rationale

This document is a preliminary draft of the guideline for French Core Programs (K - 13). When issued in its final form it will supersede Curricula I-15 A (7) 1966, I-15 A (8) 1966, I-15 A (9-10) 1968, S-15 A (11-12) 1970, and S 15 A (13) 1968, issued by the Ministry of Education, Ontario. It will provide guidance for the organization of courses of study in French Core Programs in the Primary, Junior, Intermediate, and Senior Divisions.

* * * * * * * * * *

In June of 1973, the Minister of Education announced in the Legislature the establishment of a Ministerial Committee on the Teaching of French. The primary assignment of this committee was to review the aims and objectives of French language courses in our schools, and at the same time to consider curriculum and techniques for teaching French to English-speaking students of Ontario. The committee's report, which came to be known an the Gillin Report, was presented in September of 1974. On the basis of the committee's recommendations and of valuable research supported by Ministry funding, a major new program, Teaching and learning French as a second language: A new program for Ontario students, was announced in April of 1977. The present document fulfills the commitment made in that program to "take immediate action in the preparation of contemporary and practical curriculum guidelines for teachers."

The study of French is important to Ontario students. In their province, many people speak French as their first language; in their country, French is one of the two official languages; in their world, where nations are increasingly interdependent, French is a major language of communication. It is not the aim of

Ontario schools to make every student fully bilingual; it is their aim to provide opportunities for students to develop French communication skills, an understanding of how language functions, and sensitivity to culture and to people. It is the basic right of all students in this province to learn French by the best available methods for as many school years as they can profit from the experience.

One of the most important factors that determine students' achievement in French as a Second Language is the amount of instructional time they receive. Varying time allotments are provided in the three types of program outlined in Teaching and learning French as a second language: A new program for Ontario students: Immersion, Extended, and Core Programs. These programs of different intensities are designed to achieve different levels of proficiency appropriate to the varying interests, abilities, and career plans of Ontario students.

This guideline provides guidance for the organization of Core Programs. Ministry policy permits these programs to begin in any grade from Kindergarten to Grade 9, and to extend from 20 to 40 minutes daily. The achievement that can be expected of students will vary according to the time spent. Students who accumulate 1,200 hours of French instruction throughout their years in school can expect to gain a fundamental knowledge of the French language, its grammar, and pronunciation. Such students should have a vocabulary of between 3,000 and 5,000 words, which should allow them to carry on simple conversations in French and to read French-language publications with the aid of a dictionary. A 40-minute daily French program that begins in Grade 4, for example, will provide students with 1,200 hours of instruction by the end of Grade 13.

Because there is no common starting point or time allotment for French Core Programs across the province, the guideline has been designed to permit adaptation by school boards and teachers to their own situation. The content objectives for 40-minute programs beginning in Grades 1, 4, 7, and 9 are suggested. These streams represent distinct developmental stages for most children. The content objectives can be adapted for streams beginning one grade lower or higher.

Once the instructional sequence has begun, it must continue uninterruptedly to the final year in which it is offered. Students in the French Core Program should advance through an organized sequence of learning experiences which permits a steady increment of knowledge and skills, regardless of the division or level at which they enter the program. In sequencing these learning experiences, two facets of language learning are involved: the program aims -- communication skills, awareness of language, and culture, and the program content essential to the achievement of these aims -- structures, language generalizations, and vocabulary. The content elements must be kept in their proper perspective, as components of communication and understanding, not aims in themselves. Selection or development of appropriate learning materials which incorporate these elements into natural language situations around themes that will spark student interest is essential to the accomplishment of the program aims.

This document is a guide for planning, not a plan for teaching. The development of detailed courses of study appropriate to the starting grade and time allocation in individual school boards and congruent with this guideline is a local responsibility. It is the classroom teacher, implementing the local program in daily interaction with students, who will ultimately determine the success of this guideline.

Goals

It is the goal of education in Ontario to provide opportunities for each student to the limit of his or her potential:

- to acquire the basic skills fundamental to his or her continuing education;
- to develop and maintain confidence and a sense of self-worth;
- to gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society;
- to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.

Programs in French as a Second Language support this goal by assisting the students:

- to develop communication skills;
- to understand the structure and functioning of language;
- to pursue the mastery of a complex body of knowledge and skills;
- to acquire sensitivity and exactness in the use of language;
- to gain an appreciation of the French presence in Canadian life and in the world;
- to develop sensitivity to culture and to people.

The ability to communicate in French can provide students with an additional tool to further their education and experience.

Aims

The aim of the Core French program is to provide students with learning opportunities that will enable them, within the limits of their command of French structure and vocabulary:

- to listen to and understand ideas and concepts expressed in French;
- to express orally their experiences, thoughts, and feelings with clarity and confidence;
- to read with the speed and level of comprehension appropriate to their individual stage of development;
- to write with competence and an acceptable degree of correctness;
- to develop self-discipline and learning skills;
- to perfect their use of language through study, practice, and communication;
- to become familiar with the customs, geography, history, institutions, and culture of French Canada and the other French-speaking regions;
- to develop sensitivity to other cultures and peoples and critical awareness of their own culture.

OBJECTIVES

The objectives that follow have been subdivided into three areas: language skills, the structure and functioning of language, and culture. The goals and aims of the program can be realized through activities designed to accomplish these objectives.

Not all objectives will be applicable in the earliest stages of the French program; some will become appropriate only at a later stage. The nature of language acquisition means, however, that an objective, once it has been introduced, remains essentially the same through subsequent years. It is not the basic objectives, but the learning activities in which students engage, and the structures and vocabulary on which they can draw to carry out these activities, which vary at different stages of the program.

Programs developed at the local level should provide students with opportunities to achieve the levels of competence and the forms of growth and development implied in the objectives set out in this document. Such programs should allow individual students to move beyond the expectations of the program and avoid subjecting those who cannot reach them to loss of self-esteem or confidence. The programs should make provision for the needs of exceptional students.

A. Language Skills

The aim of the French program is to develop communication skills through both the receptive and expressive aspects of language. French programs will gradually develop the four language skills - listening, speaking, reading and writing. These skills will not be developed in artificial isolation, but in natural interaction. The skills need to be artificially isolated only for diagnostic testing.

In the Primary and Junior Divisions, listening and speaking have priority, but in Grade 3 and after, the program will not be restricted to those skills; reading and writing skills will be developed gradually.

The receptive skills comprise the ability to grasp both the general sense of a message and the specific significance of essential individual components of the message. Students should learn to use contextual, structural, phonemic, and graphic clues to gain meaning rather than depend on precise knowledge of every word, but both aspects of a receptive skill should be pursued constantly throughout the total program.

Sample activities for language development and evaluation are listed for each objective. This list is not meant to be exhaustive; it is given to clarify

the intent of the objectives. Teachers will be able to expand the list from their experience.

Although most communication activities involve more than one skill, activities are related here to a specific objective. In many cases they can be applied as well to other objectives. All listening activities, for example, relate to attentive listening; they also imply a response.

As students' thinking skills and command of French structure and vocabulary increase, the functioning of their language skills will expand. A plan for appropriate sequencing of structure and vocabulary is outlined in Part II of this guideline under content. This placement is deliberate; it underlines the fact that structure and vocabulary are not in themselves objectives. They must be integrated gradually and continuously into the functional language repertoire of the students to achieve the essential aim of the program: communication.

LISTENING

Objectives	Sample Activities for Language Development and Evaluation
1. Students will develop the ability:	Students:
. to listen attentively;	. hear and respond actively to statements, questions and commands given by the teacher or other students; . hear and react to rhymes, songs and stories; . participate in activities such as Simon Says, 20 Questions, the whisper game; . participate in class discussion demonstrating awareness of preceding conversation.
. to retain what they have heard;	. follow extended directions; . participate in activities involving accumulation of vocabulary such as Je fais ma malle et j'y mets ...; . follow and understand dialogues, conversations, narrations, and presentations, and can retell them in sequence.
. to grasp the general meaning of a context using all available clues;	. sequence illustrations; . illustrate, dramatize, and mime contents; . retell contexts in their own words; . answer general questions; . take notes.

Objectives	Sample Activities for Language Development and Evaluation
. to extract specific information from continuous speech, live or recorded;	. select or complete an appropriate picture; . illustrate a context; . identify requested information such as sports scores or weather; . fill in blanks in a transcript of live or recorded speech.
. to understand precisely structures and vocabulary within a context when the purpose requires it;	. hear and respond to substitution and transformation exercises; . distinguish contrasts: singular/plural, masculine/feminine, negative/affirmative, assertive/interrogative, tense differences; . select or supply the most appropriate completion, rejoinder, or equivalent to something they have heard; . fill in specific words omitted from the transcript of a recorded song or broadcast; . draw an accurate picture from a precise oral description of, for example, a route, the plan for a building project, a design for a dressmaker; . take dictation; . gather specific information from a person or from the telephone; . participate in debate.
. to listen critically with increasing sensitivity to nuances of language.	. understand guest speakers, live or recorded interviews, plays, films, and debates; . listen carefully enough to present an analysis of a discussion or presentation; . respond appropriately to a speaker's tone and level of language.

Objectives	Sample Activities for Language Development and Evaluation
2. Students will sharpen their perception of spoken French by learning:	
. to hear standard French accurately enough to reproduce it;	. mimic a live or taped model; . learn songs and rhymes from an oral model; . supply completions for omissions in songs, rhymes or stories; . distinguish contrasts: singular/plural, etc. . distinguish accurate from inaccurate spoken French.
. to recognize differences in intonation;	. distinguish statements from questions; . imitate intonation of phrases and sentences.
. to recognize distinctive differences in accent, dialect, and level of language.	. identify selected speech samples; . understand minor deviations from standard French; . recognize and respond appropriately to language used for formal, business, or casual purposes.

Objectives	Sample Activities for Language Development and Evaluation
3. Students will develop the ability to understand French spoken by:	
. a single speaker directing remarks to the listener and concerned to achieve communication;	. participate in exchanges with the teacher, an individual student, or another speaker; . act on instructions or clarification provided by an individual in person or on the telephone.
. a small group exchanging comments within the listener's grasp of structure and vocabulary;	. participate in small group language practice; . participate in the preparation and presentation of dialogues, skits, and dramatizations; . participate in small group discussion of reading or cultural material.
. a variety of speakers talking on familiar topics;	. participate in everyday conversations or conduct interviews; . participate in classroom discussion; . participate in chain stories.
. speakers making oral presentations to a group;	. understand and react to a prepared presentation by a student, the teacher, or a guest speaker; . grasp the sense of a French church service or a public lecture.

Objectives	Sample Activities for Language Development and Evaluation
. actors in films, plays, or television broadcasts;	. grasp the sense of and discuss films, stages performances, and television broadcasts.
. speakers on tape, records, telephone, or radio;	. understand and react to speakers on tapes or on the telephone; . understand and discuss records and radio broadcasts.
. speakers exhibiting a variety of accents, levels of language, and dialects.	. understand and converse with speakers who use different levels of language and variations of accent and dialect.

Objectives	Sample Activities for Language Development and Evaluation
4. Students will understand French spoken with increasingly broad vocabulary and complex structure in: . contexts which have been taught; . new combinations of known structure and vocabulary; . exchanges on familiar topics where the meaning of new words and structures is inferred from contextual or structural clues; . standard French spoken without stylistic difficulties on subjects within their interest.	All of the activities suggested under Objectives 1, 2, and 3 will assist students to meet this objective. As their mastery increases students will require less visual support to aid comprehension.

SPEAKING

Objectives	Sample Activities for Language Development and Evaluation
1. Students will develop and maintain the confidence:	Students:
. to participate voluntarily in communication although they risk error in expression;	. participate in classroom procedures; . speak French beyond classroom requirements.
. to persist in the effort to achieve communication	. ask questions of a speaker they have not understood, or of another listener; . rephrase and clarify for a listener when they have not been understood; . use gesture and/or visual support for clarification.
2. Students will develop the ability, <u>within the context of meaningful speech</u>:	
. to pronounce in context with phonemic accuracy;	. mimic a live or recorded model; . learn songs and rhymes from an oral model; . sing repetitive songs such as <u>Napoléon</u>, <u>Alouette</u>; . supply completions for omissions in songs, rhymes, or stories; . make contrasts: singular/plural, masculine/feminine, tense differences; . contribute words which contain a sound identified in a given word;

Objectives	Sample Activities for Language Development and Evaluation
	. read aloud with phonemic accuracy; . identify mandatory liaisons, syllable divisions, and silent letters; . read the international phonetic representation of a word.
. to use correct intonation;	. imitate intonation of phrases, statements, and questions; . use correct intonation in expressing their thoughts; . read aloud with correct intonation.
. to articulate clearly, with the muscular tension and use of stress which are appropriate to the French language.	. mimic a live or recorded model; . participate in activities involving accumulation of vocabulary, such as Je vais au marché et j'achète ... , or the whisper game; . speak distinctly during classroom procedures; . read aloud with French articulation.
3. Students will develop the ability:	
. to convey the general sense of a thought they wish to express by adapting their idea to the French structure and vocabulary they have at their command;	. express their thoughts and needs in class exclusively in French; . describe a picture and speculate on the events that preceded it or will follow it; . retell in their own words something they have heard or read; . conduct a casual conversation with the teacher or classmates about their leisure activities;

Objectives	Sample Activities for Language Development and Evaluation
	. participate in role-playing activities as a sports hero, store-keeper, dentist, musician; . participate in simulation activities such as Lifeboat, Moon Walk, Kohlberg dilemmas; . act out an interview involving a principal, a parent, a teacher, and a student.
. to use structures and vocabulary precisely within a context when the purpose requires it;	. respond to substitution and transformation exercises, supplying, for example, appropriate tenses for signal words, questions for answers; . supply the most appropriate completion, rejoinder, or equivalent to something they have heard or read; . give a precise oral description of, for example, a route, a plan for a building project, instructions for cooking something; . describe a picture with precise detail; . participate in learning activities such as Kim's Game, Alibi, 20 Questions, describing a mystery person.
. to organize their thoughts in order to express themselves directly and briefly;	. answer questions precisely; . supply several pertinent points in answer to a question; . narrate the events shown in a comic strip; . summarize the essential points of a narration or discussion in appropriate sequence; . generate one to a series of statements from a stimulus; . give an impromptu presentation on a familiar topic after two to five minutes preparation.

Objectives	Sample Activities for Language Development and Evaluation
. to use levels of language appropriately	. prepare and present dialogues between friends, a parent and a child, a principal and a student, an employer and a job-applicant; . participate in role-playing activities using various levels of language appropriately; . conduct interviews.
4. Students will develop the ability to make themselves understood in French to:	
. an individual concentrating on the speaker's remarks and trying to understand;	. participate in exchanges with the teacher, an individual student, or another speaker; . rephrase and clarify for a listener on request; . ask for or give directions or instructions in person or on the telephone; . express personal needs and opinions in simulated or real situations.
. a small group discussing topics within the students' grasp of structure and vocabulary;	. participate in small group language practice; . participate in the preparation of dialogues, skits, and dramatizations; . participate in small group discussion of reading or cultural material whose conclusions may be presented to the full class; . participate in role-playing and simulation activities.

Objectives	Sample Activities for Language Development and Evaluation
. a larger group in extempore exchanges;	. participate in everyday conversations; . participate in classroom procedures and discussion; . participate in chain stories; . react to a presentation; . participate in impromptu dialogues on given situations.
. a larger group in a prepared presentation;	. present dialogues, commercials, skits, and dramatizations; . make an oral presentation; . tape a radio broadcast of the weather, news, an interview; . participate in a panel discussion or debate.
. Francophones in a real situation.	. contribute to the preparation of a tape to be exchanged with a Francophone class; . participate in a student exchange; . express their needs or ideas on the telephone; . participate in discussion with a guest speaker; . interview a local Francophone.

Objectives	Sample Activities for Language Development and Evaluation
5. Students will express thoughts which demand increasingly broad vocabulary and complex structure through: . contexts which have been taught; . new combinations of known structure and vocabulary; . exchanges on familiar topics; . prepared presentations.	All of the activities under Objectives 1, 2, 3, and 4 will assist students to meet this objective.

READING

A clear distinction should be made between oral reading intended to develop or evaluate pronunciation, intonation, and articulation skills, and silent reading intended to provide information or pleasure. Oral reading is essentially a speaking skill and has been included under speaking objectives. Sound-symbol relationships are included in the writing section; they should not receive undue emphasis in reading for meaning.

Objectives	Sample Activities for Language Development and Evaluation
1. Students will develop the ability: . to recognize in a meaningful context structures and vocabulary which they have learned orally;	Students: . read contexts they have been taught: dialogues, songs, rhymes, stories; . read material created from recombinations of structures and vocabulary they know; . read anecdotes created orally by a group of students and written down by the teacher using language experience techniques; . read each other's compositions . create and read sentences from known words and structures they cut out of magazines or newspapers; . organize and read scrambled sentences; . participate in learning activities such as matching halves of a sentence, Concentration, scavenger hunts in which sequenced clues lead to an object; . re-assemble stories cut into jig-saw puzzles.

Objectives	Sample Activities for Language Development and Evaluation
. to use all available clues to gain meaning - context, structure, form, and graphic symbols;	. predict the main idea of a passage from its illustration, title, or topic sentence; . supply the missing words in a continuous passage from which every n^{th} word has been deleted using the Cloze technique; . match sentence halves; . supply or select answers which show that they have inferred the meaning of a limited number of new words distributed throughout a passage; . interpret in context known prefixes, suffixes, and roots; . interpret in context French cognates of English words; . collect cognates in which a standard letter/accent change occurs between French and English, e.g. bête, fête, hôpital; école, étude, étranger; . distinguish in context between words whose spelling is confusingly similar, e.g. désert, dessert; . identify the word that does not fit in a short list e.g. rosbif, fromage, poison, gâteau.
. to use a bilingual dictionary effectively;	. search out the meaning of common dictionary abbreviations; . prepare for classmates a vocabulary list for one section of a text which has no glossary, such as a newspaper passage or magazine selection;

Objectives	Sample Activities for Language Development and Evaluation
	. serve as the dictionary sleuth of the day, looking up words at the request of classmates or the teacher; cross-check, when necessary, the meaning of the French equivalent found, in order to clarify its exact sense, e.g. leave, take, range, suit.
. to extend their knowledge of vocabulary and structure through reading.	. select from a dictionary the appropriate English meaning of new words; . supply or select answers to questions on a passage which require the use of new structure and vocabulary from the passage; . convert narrative passages to dialogue and dialogues to narrative; . read several selections on the same topic; . read widely on topics of personal interest and collect vocabulary related to specific topics.
2. Students will gain confidence and skill in:	
. attempting to infer meaning from context, and refining or correcting the meaning inferred as they read further;	. fill the blanks in a Cloze passage; . read a complete passage without reference to a dictionary and give the general meaning; . convert a telegram, headline, or want-ad to a complete message in standard French; . read a topic sentence, predict what is to follow, and verify the prediction by reading the complete paragraph.

Objectives	Sample Activities for Language Development and Evaluation
. reading with only limited use of the dictionary;	. read selected passages at sight and select or supply answers to questions on them; . read one page of a text and choose the five most essential words to look up; . read extensively for general plot development selected sections of a work they are studying; . read the script of a filmstrip, videotape, or film they have seen.
. adjusting their reading precision and rate to suit different purposes.	. skim a passage within a limited time and answer questions on it provided in advance; . scan the headlines on a newspaper page to locate the article on a given topic; . skim a paragraph in which a phrase which is incongruous has been embedded and underline the phrase; . compete with classmates in a small group to be the first to find a specific point of information in a passage; . read a short high-interest/low-vocabulary book and retell in French the general outline of the content to one or more classmates; . read extensively for main points one section of a work they are studying and time themselves; . read intensively a section for analysis and time themselves; . answer detailed questions on a passage.

Objectives	Sample Activities for Language Development and Evaluation
3. Students will learn:	
. to extract selected information from a passage;	. find the answers to specific preassigned content questions e.g. completions, true-false, sentence answers; . participate in learning activities such as a Suivez la piste game in which one printed clue leads to another and students follow the trail to the object sought; . solve a riddle or mystery by finding the clues in a passage; . gather from a passage the information pertinent to a particular classroom discussion, such as the description of one character, the materials needed for a recipe or building project.
. to read for comprehension of ideas, not merely individual words;	. supply a title for a passage or story; . make a plot outline; . identify the theme of a story or poem; . order scrambled sentences into an appropriate sequence; . give a résumé of a story or article they have read; . edit for clarity and coherence their own or a classmate's writing.
. to understand precisely structures and vocabulary within a context when the purpose requires it.	. draw, after reading a passage, an accurate picture or map such as a route, the plan for a room or building, a character; . read and complete an official form such as an application, a passport form, a hotel registration form;

Objectives	Sample Activities for Language Development and Evaluation
	. distinguish precise grammatical forms where necessary, e.g. le criminel qui a tué l'agent, le criminel qu'a tué l'agent; . use accurately in a sentence words selected from a teacher-supplied list of false cognates, e.g. sensible, librairie, joli, prune, raisin; . identify the type of idea expected after connectives such as mais, donc, alors, cependant, d'ailleurs.
4. Students will identify and begin to analyse critically: . plot, character, and setting;	. chart the development of the plot; . identify the five to ten events most significant to the plot development and justify their choices; . at critical points in the development, predict different directions the plot might take; . in a mystery story, chart the motives and alibis of suspects; . cast the various characters in a story or play from classmates, teachers, or known actors and justify their choices; . costume the characters and justify their choices; . analyse the development of a central character; . retell all or part of the plot from the point of view of different characters;

Objectives	Sample Activities for Language Development and Evaluation
	. describe an appropriate stage setting for a story; . sketch on the blackboard a back-drop for dramatizing one scene; . draw a map or diagram of the setting and situate events on it; . identify the dominant element in the work they are reading.
. mood, form, and style;	. identify expressions in a passage or poem that help to create a mood; . change the mood of a sentence or passage by replacing some words; . discuss the effect of repetition in a poem or song such as Prévert's Familiale or Vigneault's J'ai pour toi un lac; . justify the divisions the author has made in a work - chapters, parts, scenes, acts, verses; . discuss the relationship of the levels of language used to age, situation, class, outlook, intent; . analyse the author's use of dialogue, narration, description, or point of view.
. aspects of culture contained in their reading material;	. discuss the role of the family, religion, the terroir in Canadian works such as Guèvremont's Le Survenant or Hémon's Maria Chapdelaine; . discuss the difference in relative importance of such aspects of culture as dress, food, and home life in Canada and in France.
. the works of significant literary figures of the French-speaking world.	. read, with increasing attention to critical analysis, works by representative French Canadian and French authors, playwrights, and poets.

Objectives	Sample Activities for Language Development and Evaluation
5. Students will learn to read French written with increasingly varied vocabulary and complex structure in: . contexts which have been learned orally; . new combinations of known structure and vocabulary; . passages on familiar topics where the meaning of new words and structures is inferred; . standard French without stylistic difficulties on subjects within their interest; . a variety of styles - newspaper, magazine, prose, poetry, or drama.	All of the activities listed under Objectives 1, 2, 3, and 4 will assist students to meet this objective. Students learn to read by reading. To encourage them to read enough to develop competence, they should be provided opportunities to read: . easy material which they can read independently; . material for which they require some assistance; . light selections for pleasure or information; . selections for detailed study; . materials that reflect a variety of interests, not all literary.

WRITING

Writing skills should be developed only after an oral introduction to the language. This oral introduction will extend into Grade 3 in the Primary Division to allow time for the acquisition of English reading and writing skills. Beginners in the Junior and Intermediate Divisions will write within the first year.

Students will write to practise and consolidate structure and vocabulary; they should also write as early as possible to express their own ideas. Frequent opportunities for brief communication in writing should be included in the program from the Junior Division on.

Objectives	Sample Activities for Language Development and Evaluation
1. Students will develop the ability:	
. to write French with accurate spelling;	Students:
	. copy within a context vocabulary and structure they have learned orally;
	. transcribe labels for a diagram or chart;
	. write out sentences they have pieced together from sentence halves or scrambled words;
	. create and write out sentences from known words and structures they cut out of magazines or newspapers;
	. develop sentences from a substitution table;

Objectives	Sample Activities for Language Development and Evaluation
	. fill in blanks in a familiar context from dictation; . write a dictation based on known structure and vocabulary in a familiar or recombined context; . assemble with the teacher and list known words that contain a sound that presents spelling difficulties e.g. [e], [ã], [ʃ], [j], [ʒ]; . select from a passage and list words that contain a given sound; . proofread their own or a classmate's written work and correct any spelling errors.
. to use structures and vocabulary accurately in context;	. write exercises designed for language practice which incorporate substitution, transformation, completion, subordination, or coordination techniques in meaningful contexts; . compose a sentence which uses all the words from a given set; . embed additional French elements into a given sentence; . write an explicit description of a given picture; . write directions for reaching a point on a given plan or map; . write answers to questions based on reading; . translate from English to French sentences or parts of sentences which illustrate complex structures and idioms that cannot be clarified by exclusive use of French, e.g. vous me manquez,

Objectives	Sample Activities for Language Development and Evaluation
	. write short personal essays using a language textbook or dictionary to verify correct use of familiar expressions.
. to use picture, topical, and bilingual dictionaries effectively.	. skim the dictionaries available to discover the organization and terminology used; . label a diagram or a series of illustrations on a common topic relevant to their experience; . prepare for classmates a short list of vocabulary useful for writing about a topic.
2. Students will develop and maintain the confidence:	
. to express their ideas in writing although they risk error in expression;	. adapt known dialogues to express personal ideas; . develop new dialogues; . write additions to a chain story; . record points of discussion for a small group or the class; . keep a diary or log; . write letters or parts of letters to a French correspondent; . write a caption for a cartoon or fill in the dialogue for a comic strip;

Objectives	Sample Activities for Language Development and Evaluation
	. write poems that follow a set form such as the cinquain, or that use a given set of words; . write advertisements or news items for a class newspaper; . take notes on a presentation, film, or record.
. to persist in their effort to communicate in writing.	. write their opinion on a controversial issue within the French structure and vocabulary they know; . clarify an idea in writing with the help of diagrams; . complete a writing task without leaving blanks or using English words, using approximations or circumlocutions; . have a piece of writing read by a classmate, and rephrase sections that were not understandable.
3. Students will develop the ability:	
. to convey the general sense of a thought they wish to express by adapting their idea to the French structure and vocabulary they have at their command;	. write a post card to a friend; . write instructions to the babysitter, the cleaning lady, the gardener, the decorator; . write a paragraph comprised of the answers to a series of questions; . convert a headline, telegram, or want-ad into a complete message in standard French; . write a story from a skeleton outline that supplies key

Objectives	Sample Activities for Language Development and Evaluation
	. write a story for a picture or series of pictures; . rewrite the ending of a story to alter the outcome; . write the diary of one character in a story or play; . write a descriptive narrative or expository paragraph; . write a newspaper column, an editorial, or an article on a school or local event.
. to organize their thoughts in order to express themselves directly and briefly;	. convert a series of written answers into continuous prose using pronouns, connectives, subordination, and coordination; . write a short personal essay based on a blackboard outline which the teacher has developed with the class; . after a class brainstorming session on a given topic, organize selected points into a coherent paragraph or series of paragraphs; . write a short business letter; . edit and revise their first draft of a short essay to achieve more compact phrasing and better connected prose; . write the résumé of a work they are studying for the book jacket; . write a short personal essay based on their reading or experience.

Objectives	Sample Activities for Language Development and Evaluation
. to be exact and sensitive in their use of language.	. write precise instructions to direct a classmate to a particular spot for a scavenger hunt or a Suivez la piste game; . develop with a small group a list of words that convey a common idea, such as verbs of speaking or walking, adjectives of size; . write an advertisement that will sell a product; . change the tone of a passage by replacing verbs and/or modifiers. . supply the appropriate salutation and termination for a letter to a friend, an organization, an official, using a reference book such as Le Parfait Secrétaire; . write a letter of recommendation for a classmate, or a letter of condolence; . edit and revise a first draft to increase the variety of expression and structure.

Objectives	Sample Activities for Language Development and Evaluation
4. Students will learn to write French with increasingly broad vocabulary and complex structure through: . transcription of contexts which have been learned orally; . new combinations of known structure and vocabulary; . guided composition; . expression of their own ideas on familiar topics in functional or creative writing.	All of the activities suggested under Objectives 1, 2, and 3 will assist students to meet this objective. Students learn to write by writing. To encourage them to write enough to develop competence, they should be provided frequent opportunities to write: . short reminders, messages, posters, advertisements, and announcements; . diaries; . brief correspondence; . answers to question on reading; . short paragraphs; . newspaper headlines, articles, sports or social reports, and editorials; . scripts; . poems; . short personal essays. Students' writing should not be limited to the quantity that teachers can correct in detail. Editorial partners or groups can be established to comment on writing samples and select the best items for formal evaluation.

B. The Structure and Functioning of Language

The aim of the Core French program is to help students develop the ability to use the French language in communication. An awareness of the structure and functioning of language can enable students to advance from learning by imitation to understanding and to generating new expressions based on what they have learned.

Students are most likely to comprehend generalizations if they derive them inductively from pertinent speech samples elicited by the teacher. The formal development of generalizations is not appropriate until children reach the stage of development where they can conceptualize abstract ideas. Most students reach this stage in Grade 6 or 7. In the Intermediate and Senior Divisions, the deliberate development of generalizations will prove a useful complement to functional language learning. This consciousness of language can also make their use of English more thoughtful.

The use of language terminology should be limited. Students need some basic terminology to develop generalizations and to speed and refine classroom communication about language. Terminology will also help students to use their textbook to progress on their own. It is not, however, the aim of the French program to develop grammarians, but competent language users. It is expected that instruction in the structure and functioning of the language, like other aspects of the program, will be carried on in French.

THE STRUCTURE AND FUNCTIONING OF LANGUAGE

Objectives	Sample Activities for Language Development and Evaluation
1. Students will acquire:	Students:
. a growing knowledge of the patterns of spelling;	. assemble with the teacher a list of words that contain a sound that presents spelling difficulties e.g. [s]; . select from a passage and list words that contain a given sound; . write practice dictations which include new vocabulary and, in pairs or small groups, compare them with the original analysing errors; . collect words in which a standard letter/accent change occurs between French and English, e.g. écaille, écran, étable; forêt, hôtesse, pâte.
. an understanding of word formation;	. divide words into syllables; . form adverbs from adjectives; . form verbs from adjectives, e.g. rouge - rougir, faux - fausser, gros - grossir, court - raccourcir; . compare nouns and verbs of the same root, e.g. logement - loger, ordre - ordonner, feuille - feuilleter; . deduce the meanings of words consisting of a given prefix and various roots, e.g. dé + chiffrer, faire, geler, goûter;

Objectives	Sample Activities for Language Development and Evaluation
	. create the feminine form of words denoting occupation or nationality using standard patterns e.g. boutiquier - boutiquière, coiffeur - coiffeuse, directeur - directrice, Canadien - Canadienne, Français - Française; . identify root words from which given adjectives derive, e.g. malheureux - malheur, responsable - réponse, incroyable - croire; . identify patterns in stem-changing verbs and in groups of irregular verbs; . following the model of a verb such as acheter, identify the placement of the grave accent in verbs, e.g. geler, se lever, mener, se promener; . distinguish between verb patterns like those of soulever and espérer.
. a growing knowledge of standard grammatical forms.	. deduce classes of words such as nouns, verbs, adjectives, or adverbs by supplying the appropriate type of word to fit blanks in sentences; . identify basic language terms such as noun, verb, tense names to facilitate corrections. . identify and/or collect nouns, adjectives, verbs, or adverbs useful for describing a theme or expressing a common idea;

Objectives	Sample Activities for Language Development and Evaluation
2. Students will develop:	
. effective language learning strategies;	. proofread their own or a classmate's work; . use a dictionary to check for meaning, gender, or irregularities in the vocabulary needed for discussion or written expression; . organize notes, exercises or class tests to facilitate review; . edit a first draft of a personal essay using an appropriate textbook or dictionary to cross-check areas of uncertainty.
. an awareness of the interrelationships in language.	. infer, from adverbial expressions and the tenses of verbs provided, the correct tense in which to put verbs to be filled in in a passage; . supply a verb in the appropriate tense to complete a conditional sentence; . generate complex sentences from a series of words and/or sentence parts; . study and practise French structures that do not parallel structures in English, e.g. Il partira quand il aura fini ses devoirs, je viens de les voir; . interpret in context French cognates of English words.

Objectives	Sample Activities for Language Development and Evaluation
3. Students will develop the ability:	
. to make generalizations about French;	. identify characteristic endings and stem changes in examples of the present tense; elicited by the teacher from the class . recognize distinguishing features of clauses requiring the relative pronoun qui or que from examples elicited by the teacher from the class: . formulate a rule, after examining a number of instances, for example, for the use of the indicative or subjunctive mood after expressions of certainty or doubt.
. to make analogies in French from patterns they have learned.	. supply, following reguar models, the feminine form of words denoting nationality or occupation; . predict the correct forms of an adjective from a known adjective which follows the same pattern, e.g. beau/nouveau, heureux/généreux; . apply their knowledge of the formation of an irregular verb, to related verbs, e.g. prendre/apprendre or comprendre.

C. Culture

The Core French program has a two-fold cultural aim: to assist students to gain an appreciation of the French presence in Canadian life and in the world, and to assist them to develop sensitivity to culture and to people. The French program should provide learning experiences through which students can gradually acquire information about the target culture, and develop insights into both that culture and their own. The objective of the program is to provide cultural experiences appropriate to the maturity and language competence of the students; it is hoped that from these experiences appreciation and sensitivity will develop.

The term culture is used in two senses. It can be defined anthropologically as a composite of the elements of the shared life of a community, including language, art, history, social customs, traditions, values, and the physical environment. It is also sometimes used more narrowly to refer only to great achievements in the artistic and historical life of a people. While there is a place in the French program for both aspects of culture, it is culture in the anthropological sense, the way people live, that should be stressed. Throughout their experience with French, students should be aware of "learning a people" as well as a language.

Since the primary aim of the Core French program is communication, any cultural elements that are introduced in class should be treated in French. There should be constant interplay between the study of culture and the development of language competence. Topics which cannot be dealt with in French because of their linguistic complexity can be approached outside the French class. Students can be expected to do carefully delineated research projects or background reading in English, outside of class time, to prepare presentations in French. The teacher of French may be able to co-operate in the preparation, for other subject areas, of units or materials which have a bearing in French. Inside the French class, discussion will draw on information gained through other subjects and outside activities.

Discretion must be used in the selection and adaptation of cultural materials. Factors which must be taken into account include the age level, the interests, the experiences of the students, the content of other curricula, and French contacts in the community. The personal interests of the teacher should not be the dominant factor in the choice of topics and materials. Teachers should also guard against emphasizing stereotyped or quaint aspects of the target culture; the incorrect impressions created could have a negative effect on motivation to learn the language.

Cultural content should focus initially on similarities between the first and second cultures; the first emphasis of the program should be on the common humanity of different peoples. Gradually teachers will help students to become aware of differences between cultures and to appreciate another value system than their own.

The teacher's own knowledge of, and attitude towards, the target culture are of prime importance. Teachers not of Francophone origin can increase their understanding of culture by spending extended periods of time in a French milieu. Teachers of Francophone background must, on the other hand, ensure that they understand the culture in which their non-Francophone students live, if they are to help them to compare and contrast the two cultures. It is the teacher's task to create an atmosphere in which students feel accepted and confident while learning about cultures.

Teachers will find many valuable suggestions in the Ministry of Education document, Multiculturalism in Action, one of the support documents to The Formative Years. The following list of selection criteria for cultural activities is found on page 2 of Multiculturalism in Action:

- Sensitivity: Will this activity increase understanding of the culture or cultures? Will it help to create a positive image? Would this presentation be supported by members of the ethnic group(s) in Canada?
- Accuracy: Is this a correct interpretation of the culture? Can suitable references be obtained to establish accuracy?

- Current information: Is this activity relevant to contemporary experience? Does the present life-style of ethnic groups in Canada maintain these values/customs?
- Differences and similarities: Will this activity concentrate on exotic cultural manifestations without attention to universal features of the human condition?
- Anti-stereotyping: Will this activity create or reinforce stereotyped images of an ethnic group? How can members of an ethnic group be presented as real people with individual character traits? How far can this activity examine the relationship between cultural response and the environmental setting?
- Resources: Are basic resources (materials and personnel) available to develop this activity?
- Student level: Is the activity suitable for the level of skills and understanding of the children concerned?
- Objectives: How far does this activity provide opportunities for achieving the goals of a multicultural curriculum?

Objectives	Sample Cultural Topics and Activities
1. Students will experience: . elements of the cultural background which is a Francophone's frame of reference;	Students will: . participate in dramatizations of fairy tales, such as Cendrillon, Le petit chaperon rouge; . participate in action games and songs; . develop and participate in skits based on events such as la guignolée (January 1 or New Year's Eve when food and clothing are collected for the poor), l'épluchette (at corn-husking time the one who finds a cob with red kernels has the right to kiss the girl/boy of his/her choice), la Sainte-Catherine (taffy-pull); . develop and participate in short plays based on historical people or events, such as Jacques Cartier landing in Canada, a coureur de bois returning to Montréal from Fort William, the Tennis Court Oath, the trial of Louis Riel; . stage simulations of events of current interest, such as interprovincial and federal-provincial conferences, an election campaign, a session of the Quebec National Assembly or the Canadian House of Commons.

Objectives	Sample Cultural Topics and Activities
. music, drama, and other art forms appropriate to their age and skill level;	. listen to and sing children's, folk, and popular songs; . participate in folk- and square-dancing, following instructions given in French; . compile a list of the "Top Ten" on a French-language hit parade; . put together a disco concert, playing the role of a francophone disc-jockey; . become familiar with popular music groups, such as CANO, Harmonium, and Maneige; . listen to the music of, and discover the cultural significance of singers such as Edith Butler, Robert Charlebois, Georges Dor, Diane Dufresne, Jean-Paul Ferland, Pauline Julien, Monique Leyrac, Gilles Vigneault, Charles Aznavour, Georges Brassens, Mireille Mathieu, Nana Mouskouri, Edith Piaf; . listen to classical and semi-classical music by such composers as Bizet, Debussy, Lully, and Offenbach; . view films and television programs; . attend performances by local or visiting actors and artists.

Objectives	Sample Cultural Topics and Activities
. contacts with Francophones;	. participate in the visit of a Francophone to the classroom; . exchange letters, tapes, and scrapbooks with pen-pals, either individually, or as part of a group project; . visit Franco-Ontarian schools or schools in other parts of French Canada; . participate in exchange trips during the school year; . participate in a vacation or study trip to a francophone region.
2. Students will develop the ability: . to identify people, objects, scenes, or customs as belonging to the target culture;	Students: . identify from concrete objects, or from photographs, posters, films, and television programs aspects of French Canadian or French culture, such as well-known political or entertainment figures, a ceinture fléchée, scenic or historical landmarks, a réveillon; . make visits where there are opportunities to observe authentic cultural displays; . invite a local Francophone to demonstrate a children's game, or talk about his or her life; . attend relevant theatrical performances by local or visiting troupes which present authentic examples of the target culture;

Objectives	Sample Cultural Topics and Activities
	. view films and video-tape programs appropriate to their age and skill level which depict people, scenes, or customs belonging to the target culture.
. to locate geographical areas relevant to French.	. create a map of Canada and indicate cities and areas of significance to French in Canada; . use the Oh! Canada kit; . use road maps of Québec and other provinces to find cities and distances between them; . find out where carnivals and festivals are held; . indicate on a world map areas where French is spoken; . research the significance of the French language in diplomacy and international relations.

Objectives	Sample Cultural Topics and Activities
. to compare and contrast aspects of the target culture with their own;	. prepare, for exchange with a French-language class, a scrap-book or audio-tape on their community, their class, a school athletic event, or a holiday; . participate in physical activities such as skipping or bouncing a ball to French rhymes; . make cards for Christmas, Valentine's Day, Easter, Mother's Day; . collect French post cards, greeting cards, stamps, and coins; . make and/or sample French Canadian or French foods, such as tourtière, tarte au sucre, crêpes, fèves au lard, bûche de Noël, French bread and croissants; . report on similarities and differences between the celebration of festivals and holidays in their own culture and the target culture, for example, Christmas, Epiphany, Valentine's Day, Hallowe'en, April Fool's Day; . visit a French-language class, school, a local French restaurant; . compare French and English advertisements for the same products; . make a list of French words and expressions used on signs and in advertisements.

Objectives	Sample Cultural Topics and Activities
. to understand and use appropriately significant body language;	. recognize and imitate gestures used to convey and/or reinforce meaning; for example, shrugging one's shoulders, rubbing the thumb and first two fingers rapidly together to indicate "money", pointing just below the tye to accompany the expression "Mon oeil!";
. to recognize and interpret common colloquial interjections and exclamations;	. recognize and use appropriately such interjections as "euh!", "hein?", and "Zut!". (These can be presented as vocabulary items and used to provide pronunciation practice.)
. to identify standard cultural and historical references in a message, and understand what they would mean to a Francophone.	. research, study, and discuss cultural and historical references, such as la Saint-Jean-Baptiste, le Bill 101, la Révolution tranquille, la Bastille, la fête du muguet; . clarify, with the help of the teacher or other resources, cultural and historical references encountered incidentally in reading or viewing, e.g. the concept of la veillée in L'Etranger or Mon oncle Antoine.

Levels

Where French Core Programs are offered in elementary school, they include all students except those in Immersion Programs. Since French does not become optional for individual students until Grade 9, the Core Program must provide students with the opportunity to work at varied rates of skill acquisition and varied levels of difficulty.

Where sufficient numbers of students require a Core Program at a significantly different pace and/or level, principals, in co-operation with teachers, may be able to effect placement or organizational changes to accommodate them. Some variations are:

. offering two levels of Core Program - general and advanced. This should not be considered in the Primary Division when children are in the early stages of development, nor in the initial years of an elementary Core Program which begins in the Junior or Intermediate Divisions.

. cross-grade grouping within the school to bring together students from different classes who have similar French backgrounds.

. placing individual students in a higher or lower grade for French. Extremely careful consideration must precede such placements. Special placements which will permit the student to continue a sequential French

program in subsequent years must be feasible. The maturity of the student must be reasonably compatible with that of prospective classmates.

In some cases the school board may be able to provide through special programs for students transferring in who require a different level of Core Program than the board normally offers. Two possibilities are:

. providing part-time peer grouping for advanced students from several schools. Students brought together for 75 minutes each week for reading, viewing, or other projects could maintain and develop their superior French skills.
. providing intensive summer or after-school courses in elementary French to permit transfers-in to increase their skills enough to enter the school board's sequential Core Program.

Whether or not it is feasible for the individual principal or school board to make such special provision for some students, Core Program teachers will have in their classes students of varied abilities and levels of achievement. To make the program as relevant and profitable as possible for all students, teachers can:

. employ group-work techniques (see Part III);
. guide individual students or small groups in the use of individualized materials for enrichment or remediation. Such materials can be developed by the teacher or by a team of teachers from several schools,

or can be purchased from other boards or commercial publishers. The teacher may use parent or senior student volunteers to work under supervision with these students.

. vary expectations for individual students. Teachers can direct questions judiciously and require more active mastery of skills and more personalized use of French from some students than others. For some students, comprehension and repetition or transcription of the basic content can be the objective.

Diagnostic testing will help teachers to identify students' needs for appropriate grouping and instruction. Tests administered early in the school year, after a few days of renewed exposure to the language, will reveal the students' approximate competence. Teachers familiar with the structures, vocabulary, and progression of the course students have used can devise these diagnostic tests. To prevent duplication of effort, and facilitate the adjustment of students from one school to another, school boards may want to have teacher teams develop diagnostic tests to be used across their jurisdiction in at least the first year of each division and panel following the introduction of French.

General Level

The objectives and sample activities already given in this section apply to either advanced or general level courses, but students in a general level course will normally proceed with the objectives and progress through the content of the program more slowly than will students in an advanced level course. A general level course must expose students to all four language skills, but reading and writing should be used only for consolidation of orally acquired structures and vocabulary, not for their initial presentation. The content of a general level course should be more concrete and less theoretical than in the advanced level. As far as possible, courses should include materials and assignments related to specific career needs of students. Activities might include:

- .writing a memorandum in French;
- .learning terminology for, and writing a business letter in French;
- .learning essential vocabulary related to office practice and business machines;
- .learning to fill out and interpret business and government forms;
- .learning vocabulary related to a particular trade or profession;
- .engaging in intensive oral practice based on situations likely to be encountered in business and industry.

It is advantageous to use a different text or text series for the general level rather than cover a reduced amount of the text used in the advanced level. All students need a variety of new themes to motivate them. Proceeding more

slowly through the text used in the advanced level provides the student in the general level course with too few contexts in which to practise newly acquired structures and vocabulary. The use of distinct text series also prevents comparisons of text coverage which might be misused by students.
The process and ramifications of transfer between levels should be decided in advance, so that students, parents, and teachers know precisely what such changes entail. Students who transfer from the advanced to the general level must be informed that no Grade 13 credit is offered at that level. Normally students transferring from general to advanced level will have to repeat at least one year of the advanced level course in the same grade in order to increase their knowledge of structures, generalizations, and vocabulary to a point where they can profitably continue in the advanced level course. (See chart in Part II). Because the work covered is new, and the minimum number of hours of classroom instruction (110) is attained, a student who makes such a transfer will be granted a credit for the make-up year. For example, students who have completed general level French courses in Grades 9 and 10, and who then transfer to an advanced level course in Grade 10, accumulate three credits, if they complete the Grade 10 advanced level course.

Basic Level

Where a French-speaking population makes the ability to carry out simple communication in French important for employment, French can be offered to help prepare students for direct entry into the work force from secondary school. The listen-

ing and speaking skills should be taught through situations reflecting anticipated occupations. The ability to read signs, advertisements, and forms might also be developed in a basic level course. Some specific situations are:

.working in a service-station;

.operating a machine or clerking in a dry-cleaning establishment;

.working as a sales clerk in a store;

.working as a hairdresser;

.repairing small appliances;

.understanding an employment want-ad.

Articulation

Any French program should involve students in a continuum of learning experiences which provide steady increments in knowledge and skill acquisition. There should be no gaps, no unnecessary repetition, and no restarting from zero in a well-articulated program from the initial year of the curriculum to its culmination in Grade 13 or university. For the teacher, the nucleus of the program must be a complete list of logically sequenced structures, and a repertoire of vocabulary topics which make their presentation possible. The thematic program presented to students is built around this nucleus. The choice of texts for use in class will depend on the age and maturity of the students, the number of accumulated hours of French instruction they have received, the level of course they are studying, and the progress they have made in assimilating its structure and vocabulary content.

A breakdown in this progression occurs when there is inade-

quate communication between teachers or schools as students proceed from one grade to the next, lack of diagnostic testing to ensure proper student placement, or injudicious choice of texts. Texts which assume no previous knowledge of French should be used only with students who have had no previous instruction in French; making recognizable progress encourages students to continue their efforts at learning the language. If a new text series is adopted which repeats work already covered, careful choice of the entry point can avoid needless repetition. Continuity of program can also be preserved if teachers design satisfactory bridging materials to permit entry into a more difficult text series.

The overall responsibility for ensuring proper articulation rests with the school board. Cross-school and cross-panel liaison should be encouraged so that teachers at every level have an opportunity to see the French program as a whole. To facilitate articulation, specific steps can be taken:

- the texts used in all divisions can be examined by a representative group of teachers, and structure and vocabulary lists can be analysed and compared with the suggested content in Part II, so that gaps will be avoided, and duplication reduced to a minimum;
- elementary and secondary school teachers can be brought together to establish a minimum expectation of structure and vocabulary for each grade. Part II of this document suggests how the structures may be divided by division and level; an overall plan for treating vocabulary topics is also given.
- an appropriate method of reporting student progress from year to year should be devised. It should include

mention of reading texts, projects, and activities used, so that teachers in subsequent years will not repeat them.

- the use of diagnostic tests, grouping, and other strategies mentioned in the Levels section should be planned to allow students to experience a smooth transition from one grade to the next;
- curriculum committees should include teachers from all divisions;
- inter-class and inter-school visitation, and joint professional activities should be fostered;if possible, cross-panel teacher exchanges of a week or more should be arranged. Contact and co-operation between French teachers in all divisions is essential for the best integration of the program.

Articulation between secondary school and university French programs is highly desirable, but is more difficult to effect because of the relatively autonomous structure which exists at the university level. Contacts should be established between secondary school and university language departments to permit discussion and articulation of the objectives and content of the final secondary years and first-year university programs. Secondary school graduates who have continued their study of French at university might be asked to speak to teachers and Senior Division students to keep secondary schools in touch with what the universities are doing. Professional organizations for modern language teachers open to elementary, secondary, and university teachers, as well as teacher-trainers and student-teachers, provide an excellent forum for discussion and liaison that will improve articulation in all areas of the program.

PRELIMINARY DRAFT

PART II
CONTENT

Part II contains three sections which, taken together, outline the structural, grammatical, and lexical content of the Core French program. Definition of the content required to achieve the cultural objectives of the program has been left to the discretion of board and school personnel who will be familiar with local interests and resources.

Core French programs in Ontario may begin in any grade from Kindergarten to Grade 9 and may vary from 60 to 120 hours per year in time allotment. Of the many instructional sequences possible, four have been selected for detailed outline in Part II:programs of 40 minutes daily beginning in Grades 1, 4, 7, and 9. These instructional sequences were chosen because:

- they correspond to the first years in the Primary, Junior, and Intermediate Divisions, and the first year of secondary school. Each of these divisions represents a significant developmental stage with identifiable characterisitics common to most children.
- they can be adapted fairly readily to suit sequences that begin one grade lower or higher. These adaptations cover all possible starting points.
- Teaching and learning French as a second language: A new program for Ontario students encouraged daily 40-minute French instruction in elementary school. Where a 20-minute program exists, content requirements can be reduced appropriately.

These instructional sequences are designated Grade 1 Stream, Grade 4 Stream, Grade 7 Stream, and Grade 9 Stream in the following pages.

Several factors influence decisions on the number and choice of structures, generalizations, and vocabulary topics to be included in each division and stream. The most important of these follow.

- Core French programs, where they are offered by the school board, are not optional to individual students in elementary school; all pupils enrolled in the grade are involved. In secondary school French is an optional subject.
- Students' attention span gradually increases as they get older;
- Only listening and speaking skills are developed in the Primary Division; reading and writing skills are introduced in the Junior Division, when most children have already developed these skills in English;
- The formal development of generalizations is not appropriate until children reach the stage of development where they can conceptualize abstract ideas. Most children reach this stage in Grade 6 or 7.
- Grade 7 and 8 students need time to read complementary material. They are also able to contribute to the development of generalizations, and gain needed security from them.

The first section of Part II, Structures: Suggested Order of Presentation, lists the 200 structures of the French language which, on the basis of frequency of use and importance for communication, are considered necessary for elaborating a complete Kindergarten to Grade 13 French program. There is also a summary suggesting the number of

structures to be studied in each division and stream.

The second section, Generalizations, groups the structures for generalization in each of the four streams. Comments on the presentation of generalizations are found on pages 00 and 00.

The third section, Vocabulary Topics: Suggested Order of Presentation, provides a list of topics which should form part of any Core French program. The introduction to this section provides additional comments and explanations.

It cannot be stressed too strongly that the accumulation of structures, the development of generalizations, and the acquisition of vocabulary are not ends in themselves. The three elements must be presented, practised, and applied in natural language contexts, so that students are able to achieve real communication.

Suggested number of structures to be covered in each division and level

STARTING GRADE

DIVISION	Grade 1		Grade 4		Grade 7		Grade 9	
	Adv.	Gen.	Adv.	Gen.	Adv.	Gen.	Adv.	Gen.
P	40 (to #40)							
J	40 (to #80)		50 (to #50)					
I 7-8	30 (to #110)	20	30 (to #80)	20	50 (to # 50)			
I 9-10	30 (to #140)	20	30 (to #110)	20	30 (to # 80)	20	50 (to #50)	40
S 11-12	30 (to #170)	20	30 (to #140)	20	30 (to #110)	20	30 (to #80)	20
SSHGD first credit	15 select-ed		15 (to #155 or selec-ted)		15 (to #125)		15 (to #95)	
SSHGD second credit	15 select-ed		15 (to #170 or selec-ted)		15 (to #140)		15 (to #110)	

Structures: Suggested Order of Presentation

This list of structures is provided, not with the intention that teachers will use it as a basis for daily lesson-planning, but rather, so that they will be able to assess the structural content of texts or materials they are using. Structures are not to be taught in isolation; these skeletal frameworks must be fleshed out with vocabulary, and presented in context, if students are to achieve functional language use.

Those students who begin the study of French in Grade 1 will be able to complete the basic list of 170 structures by the end of Grade 12 in advanced level courses. The first and second Grade 13 credits will review and consolidate structures already learned, and will clarify any other structures which appear in reading materials, or are required for the writing program.

Students who begin in Grade 3 or 4 will complete 140 structures by the end of Grade 12 in the advanced level. Teachers of Grade 13 can either continue with the structures listed, completing the basic 170 structures in the second credit of Grade 13, or choose those structures from 141 to 200 that best complement the reading and writing program.

It is clear that students who begin French in Grade 7 or later will not complete the 200 structures listed. Teachers of these streams should not try to concentrate on structures and generalizations in order to arrive at a level in grammar comparable to that achieved in the longer streams. To do so would necessarily involve a heavy grammar program to the exclusion of other skill development. This is not the goal of French Core Programs in Ontario. Teachers in the shorter

streams must maintain a balance of all the language skills. Their students should be encouraged to use actively the structures they can master comfortably within the scope of their program. Teachers of these streams should continue the structure list in Grade 13 and plan to cover approximately 15 structures for each credit. They will also clarify supplementary structures necessary for the reading program.

The initial structures to be learned in French are less complex than structures at later stages of the sequence. It is expected, therefore, that more structures will be learned in the early years of a stream than in later ones.

For General Level courses, only the number of structures, not the suggested terminal structure, is listed for each division. General Level courses may be offered at varying points in any stream, and individual students may transfer from the Advanced to the General Level at any grade level where it is available. The suggested number of structures is intended to indicate a reasonable expectation for each division of a General Level course.

A teacher may have in a General Level course, after its initial grade, some students who have come up through the General Level and some who have just transferred from the Advanced Level. The course must be planned to accommodate the needs of a variety of students. Suggestions are contained in Part I under Levels, and Part III under Grouping.

STRUCTURES: SUGGESTED ORDER OF PRESENTATION

As new structures are introduced, the teacher will help the student to assimilate them into previously learned structures and vocabulary. As reading and writing skills are developed, the teacher will help the student to read and write structures and vocabulary that have been learned orally.

STRUCTURE	EXAMPLE
1. c'est + proper noun	C'est Marie.
2. c'est/ce sont + indefinite article + noun	C'est un livre.
	Ce sont (c'est) des images.
3. c'est/ce sont + completive? (rising intonation)	C'est Marie?

FROM THIS POINT ON, STUDENTS WILL BE MADE AWARE THAT RISING INTONATION MAKES ANY ASSERTIVE SENTENCE INTERROGATIVE.

4. ce n'est pas/ce ne sont pas (+ determiner) + (proper) noun	Ce n'est pas Marie. Ce n'est pas une pomme.
5. c'est/ce sont + definite article + noun + de + proper noun	C'est le livre de Marie. Ce sont (c'est) les enfants de Mme Leblanc.
6. qui + est + completive	Qui est-ce?
7. est-ce que + c'est + completive	Est-ce que c'est Pierre?
8. qu'est-ce que + completive	Qu'est-ce que c'est?
9. où + est/sont (+ determiner) + noun	Où est Paul? Où sont les bonbons?
10. preposition (+ determiner) + noun	Paul est derrière Jacqueline. Le biscuit est sur le plancher. Qui est à la porte?
11. voilà (+ determiner) + noun	Voilà Paul derrière Julien. Voilà des bonbons pour Marie.
12. possessive adjective (1st, 2nd and 3rd person singular, singular and plural forms) + noun	Est-ce que c'est ton livre? Oui, c'est mon livre. Où sont ses parents?

13. pronoun subject + est/sont + completive	Ils sont dans le jardin.
14. il y a + determiner/numeral + noun + completive	Il y a une image sur la table. Il y a deux garçons ici.
15. preposition + qui + est/sont + determiner + noun	A qui sont les mitaines sous la table?
16. subject + est/sont + à + proper noun/disjunctive pronoun (moi, toi)	Elles sont à Paul. La tuque est à moi.
17. ER verb (imperative, 2nd person) (+ determiner) + noun	Regarde(z) la plante.
18. subject + ER verb (present forms with silent ending)	Je mange un bonbon.
19. est-ce que + subject + ER verb (present forms with silent ending)	Est-ce qu'il mange une pomme?
20. subject + ne + ER verb (present forms with silent ending) + pas	Je ne regarde pas l'oiseau.

FROM THIS POINT ON, TEACHERS WILL INCLUDE THE INTERROGATIVE WITH EST-CE QUE AND THE NEGATIVE WITH ANY VERB STRUCTURE INTRODUCED.

21. assertive sentence + n'est-ce pas?	Il mange avec Colette, n'est-ce pas?
22. à + indefinite/definite article + noun	à un garçon, au garçon, à une femme, à la femme, à l'école, aux enfants
23. (subject +) ER verb (present/imperative, 2nd person) + direct object + à + completive	Il donne la balle à Marie. Donnez des bonbons aux enfants.
24. subject + avoir (present except nous, vous forms) + completive	J'ai deux soeurs.
25. combien de + noun + completive	Combien de frères est-ce que tu as?
26. subject + en + verb (present except nous, vous forms) + expression of quantity	J'en ai deux.
27. subject + ne + verb (present except nous, vous forms) + pas de + noun	Je n'ai pas de crayon.

28. quel + noun + est-ce que + subject + verb (present except nous, vous forms)	Quel animal est-ce que tu aimes?
29. quel + est/sont + determiner + noun	Quelle est ton adresse?
30. il y en a + expression of quantity	Combien de crayons est-ce qu'il y a sur la table? Il y en a quatre.
31. subject + être (present, all forms) + adverbial phrase	Nous sommes à la maison.
32. subject + être (present) + adjective	Jeanne est petite. Vous êtes petits.
33. subject + avoir (present, all forms) + completive	Vous avez dix minutes.
34. de + definite article + noun	C'est la maison des enfants. Tu veux du beurre (de la soupe, de l'eau, des carottes)?
35. preposition + quel + noun + être (present) (+ determiner) + noun	Dans quelle classe est Monique? De quelle couleur est ton chandail?

36. qui/qui est-ce qui + verb	Qui est-ce qui parle?
	Qui est absent?
37. qui + est-ce que + subject + verb	Qui est-ce qu'il cherche?
38. subject + ER verb (present, all forms)	Nous regardons la télé.
	On parle français à Montréal.
39. possessive adjective (1st, 2nd, 3rd person plural, singular and plural forms) + noun	Ils cherchent leurs livres.
40. ER verb (imperative, 1st person plural)	Chantons ensemble.
41. quand/pourquoi/comment + est-ce que + subject + verb	Pourquoi est-ce qu'il est absent?
	Comment est-ce que tu vas à la maison?
42. determiner + noun + adjective	cette pomme rouge
43. determiner + adjective + noun	un beau garçon, une petite fille
44. subject + aller (present) + infinitive	Tu vas manger.
45. subject + direct object pronoun (3rd person) + verb (present)	Je les vois dans la cour.

46. direct object pronoun (3rd person) + voilà/voici	Où est Georges? Le voilà avec Henri.
47. (subject +) aller (present/imperative) + direct object pronoun (3rd person) + infinitive	Il va les voir demain. Allons le chercher.
48. subject + verb (present) + adverb	Il parle lentement. Nous chantons bien.
49. verb (present) (+ -t-) + pronoun subject	Veux-tu un bonbon? Va-t-il souvent à Montréal?
50. noun + verb (present) (+ -t-) + pronoun subject	Paul écoute-t-il la radio?

FROM THIS POINT ON, TEACHERS WILL INCLUDE THE INTERROGATIVE BOTH WITH EST-CE QUE AND WITH INVERSION, THE NEGATIVE, AND THE NEGATIVE INTERROGATIVE WITH ANY VERB STRUCTURE.

51. subject + reflexive pronoun + ER verb (present)	Il se lave.
52. determiner + noun (expressing quantity) + de + noun	une tasse de café, un verre de jus

53. subject + direct object pronoun (1st and 2nd person) + verb (present)	Il nous voit.
54. subject + IR verb (present)	Elle finit son déjeuner. Nous remplissons les verres.
55. preposition + disjunctive pronoun (all forms)	Venez avec nous.
56. possessive adjective (1st, 2nd and 3rd person singular) + feminine noun beginning with a vowel or silent h	Raconte ton histoire.
57. subject + ne + verb (present) (+ preposition) + personne	Je ne vois personne. Il ne parle à personne.
58. determiner + noun (+ determiner + noun, etc.) With few exceptions, nouns in French require a determiner.	Il y a du beurre sur la table. Jean-Louis n'aime pas les carottes. Voilà son père, sa mère et sa soeur.
59. subject + RE verb (present)	Elle ne répond pas à la question.

60. subject + verb (present) + infinitive	Tu peux sortir ce soir. Nous voulons aller au cinéma.
61. subject + indirect object pronoun + verb	Je lui montre le livre. Il me parle en français.
62. subject + être (present) + plus/moins/aussi + adjective (+ que + completive)	Pauline est plus petite que moi. Sudbury est moins grand que Toronto.
63. plus/moins/aussi + adverb (+ que + completive)	Il parle plus vite que Roger.
64. beaucoup/trop/assez + de + noun	beaucoup de pain trop de beurre
65. subject + avoir (present) + past participle SEE THE NOTE FOLLOWING # 3.	Nous avons entendu le chien dans le jardin.
66. subject + en + verb	Je n'en ai pas besoin. Il en a déjà parlé à ses parents.

67. subject + y + verb	On y va? Elle y a répondu.
68. determiner + noun + plus/moins/aussi + adjective (+ que + completive)	C'est une question moins difficile que la première.
69. determiner + plus/moins/aussi + adjective + noun (+ que + completive)	Ils ont acheté une plus grande maison.
70. subject + être (present) + past participle (with or without audible agreement)	Ils sont partis dimanche. Elle est morte très jeune.
71. noun + qui + verb (present or present perfect, no audible agreement)	C'est Jean-Marc qui pleure. Tu connais l'homme qui a parlé ce matin?
72. noun + que + subject + verb (present or present perfect, no audible agreement)	Voilà le garçon que je cherche. J'aime la robe qu'elle a achetée chez Eaton.
73. subject + direct/indirect object pronoun + avoir (present) + past participle (no audible agreement)	Je les ai mangés. Marcel lui a déjà parlé.

74. disjunctive pronoun + même(s)	Yves l'a construit lui-même.
75. subject + ne + (auxiliary) verb + jamais/plus/rien/pas encore (+ past participle)	Il ne parle jamais. Elle n'est pas encore partie.
76. subject + être + noun (profession or nationality)	Il est médecin. Elle est Canadienne.
77. c'est/ce sont + disjunctive pronoun	Qui parle? C'est lui.
78. disjunctive pronoun + sentence/completive	Elle va rester. Lui aussi. Moi, j'y vais bientôt.
79. subject + reflexive pronoun + auxiliary verb (present) + past participle (no audible agreement)	Elles se sont lavées.
80. preposition + qui/quoi + interrogative verb form	Avec qui pars-tu? Avec quoi est-ce qu'il ouvre la bouteille?
81. qu'est-ce qui + verb?	Qu'est-ce qui est tombé?

82. noun + preposition + qui + subject + verb	Voilà la femme pour qui il travaille.
83. noun + où + subject + verb	Voilà la maison où il demeure.
84. verb (imperative) + direct/ indirect object pronoun	Mange-le! Parlez-moi de votre voyage. Donne-lui ton cahier.
85. verb (imperative) + reflexive pronoun object	Lève-toi tout de suite.
86. ne + direct/indirect object pronoun + verb (imperative) + negative	Ne le mange pas. Ne te lève pas.
87. subject + verb (present) + depuis + completive	Ils sont ici depuis trois jours.
88. subject + verb (present perfect) + expression of limited time	Nous avons travaillé pendant deux heures.
89. subject + verb (imperfect)	Il roulait à bicyclette. Nous cherchions nos amis.

90. subject + ne + verb + que + completive	Il n'a qu'un frère. Elle n'a fait qu'une faute.
91. subject + direct object pronoun + auxiliary verb + past participle (audible agreement)	La lettre? Je l'ai mise sur la table.
92. noun + relative pronoun (+ subject) + auxiliary verb + past participle (audible agreement)	Où est la lettre qu'elle nous a écrite? C'est sa mère qui est morte.
93. subject + reflexive object pronoun + auxiliary verb + past participle (audible agreement)	La malade s'est assise dans la salle d'attente.
94. quel/combien de + noun + auxiliary verb + subject pronoun + past participle (audible agreement)	Quelle clef as-tu prise?
95. subject + auxiliary verb + tout + past participle	Elle a tout pris.

96. subject + auxiliary verb + adverb + past participle	Le petit a bien chanté.
97. subject + auxiliary verb + past participle + adverb/adverbial expression	Le professeur a parlé lentement. Il est parti tout de suite.
98. subject + ne + auxiliary verb + past participle (+ preposition) + personne	Tu n'as montré les photos à personne?
99. si + subject + verb (present) + completive	Si tu vois Renée, donne-lui ce cadeau. Si je suis fatigué, je reste au lit.
100. subject + verb (future)	Elle partira demain.
101. si + subject + verb (present) (+ completive) + subject + verb (future)	S'il arrive demain, il viendra me voir.
102. subject + indirect object pronoun + verb + definite article + parts of the body	Le médecin lui a examiné les yeux. Elle se brosse les dents.

103. pronominal verb (compound tense) + determiner + noun	Elle s'est cassé la jambe.
	Ils se sont acheté une nouvelle voiture.
104. subject + me/te/se/nous/vous + le/la/l'/les + verb (simple or compound tense)	Il me les envoie.
105. subject + le/la/l'/les + lui/leur + verb (simple or compound tense)	Je la leur donne.
	Je ne la leur ai pas donnée.
106. verb (imperative) + direct object pronoun + indirect object pronoun	Montre-les-moi.
	Donnez-le-lui.
107. subject + verb (imperfect) + depuis + completive	Il nous attendait depuis vingt minutes.
108. quand/dès que/etc. + subject + verb (future) (+ completive) + subject + verb (future)	Quand Emma arrivera à Paris, elle ira tout de suite chez son amie.
109. subject (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb	Jeanne m'en a déjà parlé.
	On y en trouve beaucoup.

110. ne (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb (imperative) + negative	Ne les y mettez pas.
111. subject + verb + preposition + infinitive	Il est parti sans me voir. Elle décidera de rester ici. Elle a commencé à pleurer. Tu leur as dit ça pour les encourager.
112. verb (imperative) + direct/indirect object pronoun + y/en	Vas-y. Donne-m'en.
113. il faut que + subject + verb (present subjunctive)	Il faut que nous le fassions tout de suite.
114. subject + verb expressing wish or command (present) + que + subject + verb (present subjunctive)	Je veux que tu sois ici à dix heures.
115. definite article/possessive adjective + noun + definite article + plus/moins + adjective (+ de + completive)	C'est l'étudiant le plus sérieux de la classe.

116. definite article/possessive adjective + plus/moins + adjective + noun (+ de + completive)	Suzanne va porter sa plus jolie robe.
117. le plus/le moins + adverb	Il court le plus rapidement possible.
118. noun/pronoun + dont + subject + verb	Le livre dont j'ai besoin n'est pas ici. C'est la femme dont le mari est mort.
119. subject + venir (present/imperfect) + de + infinitive	Il vient de partir. Elle a dit qu'il venait de partir. Je venais de me coucher quand on a sonné.
120. subject + verb (conditional)	Qu'est-ce que ton père dirait? Je voudrais une tasse de thé.
121. si + subject + verb (imperfect) + subject + verb (conditional)	Si vous alliez au cinéma aujourd'hui, vous verriez un excellent film.
122. personne/rien + ne + verb	Rien ne lui plaît. Personne ne vous écoute.

123. subject + verb (past perfect)	Il avait déjà pris les billets quand je lui ai téléphoné.
124. subject + verb of speaking, thinking, knowing (past) + que + subject + verb (imperfect, conditional, past perfect)	Il a dit qu'il allait en ville. Je pensais que les enfants viendraient aussi. On savait que tu étais déjà parti.
125. subject + verb (literary past)	A ce moment, le directeur entra dans la salle.
126. subject (+ indirect object pronoun) + verb (+ à + determiner + noun) + de + infinitive	J'ai conseillé à mon père de partir.
127. subject (+ direct object pronoun) + verb (+ determiner + noun) + de + infinitive	J'ai prié Françoise de m'aider.
128. subject (+ direct object pronoun) + verb (+ determiner + noun) + à + infinitive	Je l'ai aidé à construire sa maison.
129. ne + negative + infinitive	J'ai demandé à Raoul de ne pas fumer.

130. ne - infinitive (- preposition)
+ negative

131. subject + verb/verbal phrase
expressing emotion + que +
subject - verb (subjunctive)

132. subject - attendre - que -
subject + verb (subjunctive)

133. subject + verb (indicative) + que
+ subject + verb (present
subjunctive/perfect subjunctive)

134. ce + relative pronoun +
completive

135. noun + preposition + lequel
+ completive

Je vous ai demandé de ne parler à personne.

Je regrette qu'il ne soit pas ici.

J'ai peur qu'il (ne) soit malade.

Ils attendent que tu viennes.

Attendez		
Je m'étonne	}	qu'ils reviennent.
J'ai attendu		qu'ils soient
J'aurais préféré		revenus.

Il sait ce qui va arriver.

Prends tout ce que tu veux.

Voilà ce dont j'ai besoin.

Ça, c'est la raison pour laquelle il est parti.

136. subject + verb (conditional perfect)	Je n'aurais rien dit à votre place.
137. si + subject + verb (imperfect/ past perfect) + subject + verb (conditional/conditional perfect)	Si elle avait reçu de l'argent, elle m'en aurait envoyé tout de suite.
138. subject + verb (+ completive) (+ à/de) + possessive pronoun	Où est ta brosse? J'ai perdu la mienne. J'ai oublié mon livre. J'ai besoin du tien.
139. possessive pronoun + verb	Les siennes coûtent plus cher.
140. voilà/il y a/ça fait (present/ imperfect) + length of time + que + completive	Il y avait déjà deux heures qu'il lui parlait. Ça fait dix minutes que je vous attends.
141. la plupart/bien/encore + de + definite article + noun	la plupart des gens bien du monde encore de la soupe

142. c'est/ce sont + completive + qui/que + completing clause (verb in 3rd person)

143. c'est + disjunctive pronoun (1st or 2nd person) + qui + completing clause

144. quoi/quelqu'un/personne/quelque chose/rien + de + adjective

145. en + present participle

146. il + verb (impersonal) + infinitive

147. c'est + adjective + à + infinitive

148. il est + adjective + de + infinitive

C'est demain qu'il arrivera, pas ce soir.

C'est moi qui l'ai vu.

Quoi de neuf?

Elle n'a rien acheté de beau.

Elle lisait le journal en attendant son mari.

Antoine est descendu en courant.

Il vaut mieux partir tout de suite.

Il faut téléphoner au médecin.

Prépare-lui une omelette. C'est facile à faire.

Il est difficile de lire votre signature, monsieur.

149. après + perfect infinitive	Après avoir fait ses emplettes, elle est rentrée. Après s'être levée, elle a pris une douche.
150. celui + prepositional phrase/relative pronoun/-ci, -là (+ completive)	Celui de Robert est le plus beau. L'auto qu'elle veut acheter, c'est celle qu'elle a vue hier. Tu veux ceux-ci ou ceux-là?
151. subject (+ direct/indirect object pronoun) + faire + infinitive (+ direct object)	Il fait venir le médecin. Il les a fait sortir. Je leur ai fait lire la lettre.
152. subject (+ direct object pronoun) + verb/auxiliary verb + tous/toutes (+ completive/past participle)	Les enfants sont tous malades. Il les a tous lus. Elles sont toutes venues avec nous.
153. subordinate conjunction + verb (subjunctive)	Il partira sans que j'aie l'occasion de lui parler. Bien que je sois fatigué, je travaille.

154. (preposition +) lequel
(+ de + noun)

Laquelle des robes a-t-elle vendue?
Auquel des deux as-tu parlé?
Il est allé voir des amis. Lesquels?

155. subject (+ direct/indirect object pronoun) + laisser/verbs of perception + infinitive

Elle a laissé tomber la tasse.
Je l'entends chanter.
Il les a vus partir.

156. subject + verb (future perfect)

Paul aura mangé avant notre arrivée.

157. quand/dès que/etc. + subject + verb (future/future perfect) + subject + verb (future/future perfect)

Dès qu'elle aura lu cette lettre, elle partira pour Montréal.

158. subject + croire/dire/espérer/penser/expression of certainty + + que + subject + verb (indicative)

Denise espère que ses parents viendront à la cérémonie.
Il est clair que vous manquez d'argent.
Pensez-vous que Michel soit d'accord?

159. verb (croire, etc.) + subject + que + subject + verb (subjunctive)

Est-il vrai qu'il se soit marié?

160. subject + ne + verb (croire, etc.) + negation + que + subject + verb (subjunctive)	Je ne crois pas qu'il puisse le faire. On n'est pas sûr que tout soit prêt à temps.
161. impersonal verb + que + subject + verb (subjunctive)	Il semble qu'il se soit trompé. Il vaut mieux que vous partiez. Il est bon que vous soyez là.
162. subject + ne + verb + ni + completive + ni + completive	Il n'a ni frère ni soeur.
163. subject + être + past participle (transitive verb)	Leur maison sera construite l'été prochain. Il a été tué par un voleur.
164. noun/pronoun + à + infinitive	Maison à vendre. Il n'y a rien à voir ici.
165. être + past participle (transitive verb)	Ce qui m'effraie, c'est d'être renvoyé.
166. après + avoir été + past participle (transitive verb)	Après avoir été libérés, les oiseaux se sont envolés.

167. subject + douter/nier + que + subject + verb (subjunctive)	Je doute qu'elle le sache.
168. quoi/qui/où que + subject + verb (subjunctive)	Quoi que vous disiez, elle ne vous écoutera pas.
169. subject + ne (+ pronoun object) + verb + aucun/nul (+ noun)	Elle n'a aucun désir de le revoir. Une bonne place? Il n'en trouve aucune.
170. aucun/nul (+ noun) + ne + verb (+ completive)	Aucun ne le croirait.

THE FOLLOWING STRUCTURES SHOULD BE CLARIFIED INCIDENTALLY IF AND WHEN THEY ARE ENCOUNTERED IN READING. ADVANCED SENIOR STUDENTS MAY NEED TO USE THESE FORMS ACTIVELY IN WRITING.

171. sentence/partial sentence + verb of saying or thinking/paraître/ sembler + subject (+ completive)	Elle est malade, paraît-il. La semaine passée, a répondu Robert, nous étions à Montréal.
172. peut-être que + subject + verb	Peut-être que tu l'as laissé à la maison.

173. tout + adjective	Thérèse est toute joyeuse. Les femmes seront tout étonnées de cette nouvelle.
174. quel que + être (subjunctive) + determiner + noun	Quelles que soient vos raisons, je les accepterai.
175. si + adjective + que + subject + être (subjunctive)	Si riches qu'ils soient, ils ne paieront jamais une telle somme.
176. indefinite antecedent + relative pronoun (+ subject) + verb (subjunctive)	On cherche une secrétaire qui sache le russe.
177. definite article + plus/moins + adjective (+ noun) + relative pronoun (+ subject) + verb (subjunctive)	Ce sont les plus grands que nous ayons jamais vus.
178. definite article + dernier/premier/ seul/unique (+ noun) + relative pronoun (+ subject) + verb (subjunctive)	C'est la seule femme qui soit venue.

179. negative antecedent + relative pronoun (+ subject) + verb (subjunctive)

Nous n'avons jamais vu personne qui conduise aussi mal.

180. que + subject + verb (present subjunctive) !

Qu'il fasse ce qu'on lui demande!

181. que + subject + verb (subjunctive) (+ completive) + ou + completive + subject - verb

Qu'il fasse beau ou non, nous partirons de bonne heure.

182. subject + me/te/se/nous/vous + verb + à + disjunctive pronoun

Il s'intéresse à elle.

On nous a présentés à eux.

183. subject + verb (conditional/conditional perfect/a past indicative tense) + que + subject + verb (imperfect subjunctive/past perfect subjunctive)

Je voulais
J'attendis
J'aimerais } qu'il revînt.
J'avais attendu } qu'il fût revenu.
J'aurais préféré

184. determiner + noun + past participle + subject + verb

Leur tâche terminée, ils rentrèrent chez eux.

185. past participle/perfect participle + subject + verb

Arrivés sur la scène, les agents ont commencé leur enquête.
Ayant vendu leur maison, ils ont déménagé.

186. quand/dès que/etc. + subject + verb (past anterior) + subject + verb (literary past)

Quand il eut fini de parler, il quitta la salle.

187. quand/dès que/etc. + subject + verb (double compound past) + subject + verb (present perfect)

Quand j'ai eu fini mon verre, Raymond m'en a versé un second.

188. subject + verb (future/future perfect/conditional/conditional perfect)

Il n'est pas encore arrivé; il aura perdu son chemin.
Le premier ministre aurait accepté l'offre du gouvernement américain.

189. un/une/des + noun + des plus/moins + adjective

C'est une personne des plus généreuses.

190. subordinate conjunction + subject + verb + et que + subject + verb + completive	Quand tu auras fini ton petit déjeuner et que tu te seras habillé, téléphone-moi.
191. si + subject + verb + et que + subject + verb (subjunctive) + completive	Si tu vas à Montréal et que tu aies le temps, achète-moi ce disque.
192. infinitive as imperative + completive	Mélanger les ingrédients secs.
193. étant + past participle (transitive verb) + completive	Etant poursuivi par un agent, il court à toute vitesse.
194. subject + s'opposer/s'attendre/ tenir + à ce que + subject + verb (subjunctive)	Le directeur s'attend à ce que Jean finisse sa tâche avant de partir.
195. ce + preposition + quoi + subject + verb	C'est ce à quoi je m'attendais.

196. subject + verb expressing certainty + que + subject + verb + definite article + dernier/premier/seul/unique/ plus or moins with adjective (+ noun) + relative pronoun (+ subject) + verb (indicative)

Je constate que c'est la seule femme qui est venue.

197. quelque + adjective/noun + que (+ pronoun subject) + verb (subjunctive) (+ noun subject) + completive

Quelque grande que soit sa douleur, elle saura la dompter.

Quelques promesses qu'il ait faites, il les tiendra.

198. d'autant plus/moins (+ adjective) + que + subject + verb

J'étais d'autant plus fâché que je le lui avais interdit.

199. sans doute/peut-être/aussi/ainsi + verb/auxiliary verb + subject (+ past participle)

Sans doute arrivera-t-il à temps.

200. à peine + verb/auxiliary verb + subject (+ past participle) + que + subject + verb

A peine fut-il parti que le téléphone sonna.

GENERALIZATIONS

The formal development of generalizations is not appropriate until children reach the stage of development where they can conceptualize abstract ideas. Most children reach this stage in Grade 6 or 7.

The generalizations outlined for the Primary and Junior Divisions in the Grade 1 and Grade 4 Streams are intended as a guide to make teachers aware of the progress of their students and help them plan review for incoming students. The structures in these divisions are not complex. Students will learn to use them by imitation of examples in context. Contractions with the prepositions à and de, for example, will be learned from repeated contexts and questions in which the various forms occur, rather than from charts or rules.

In the Junior Division, comparing and contrasting concrete examples may help students correct usage. This will also serve as an introduction to inductive generalization. If students, following the pattern Je n'ai pas de souris, make an incorrect analogy and say Ce ne sont pas de souris rather than Ce ne sont pas des souris, the two forms can be contrasted orally or in writing to focus on the differences

between them. Formal generalization of the point that de follows a negative only with direct objects can be delayed until students ask the reason for the different forms. An observant teacher will detect from students' questions the point at which they can begin to generalize.

To help students learn correct usage and to reinforce by association patterns they need to imitate, teachers can use visual devices. The non-English distinction between masculine and feminine, for example, might be reinforced by mounting pictures of masculine nouns on blue cards and of feminine nouns on red.

GENERALIZATIONS: ADVANCED LEVEL

GRADE 1 STREAM

Primary Division (40 structures)

1. expressions used to introduce, present, or explain

   structures .c'est/ce sont #1,2,3,4,5

   .voilà #11

   .il y a #14,30

2. pronoun as subject of a verb

   structures .pronoun + est/sont #13

   .pronoun + ER verb (present) #18,38

   .pronoun + être (present) #31

   .pronoun + avoir (present) #33

3. negation

   structures .ne ... pas #4,20,27

4. plurality

   structures .un/des #2

   .noun #2,5

   .le/les #5

   .est/sont #9,13

   .possessive adjective, singular and plural forms #12,39

   .pronouns #13, 31

   .verbs #18,31,33,38

   .adjective #32

5. agreement of the adjective

   structure .predicate adjective #32

6. possession

   structures .noun + de + proper noun #5

   .mon/ton/son (all forms) #12

   .être à #15,16

   .noun + de + definite article + noun #34

   .notre/votre/leur (all forms) #39

7. location

   structures .où + est/sont (+ determiner) + noun #9

   .preposition of place (derrière, devant, sur, sous, à, dans) + determiner + noun #10

   .voilà (+ determiner) + noun #11

   .preposition + quel + noun #35

8. contractions

   structures .à + definite article #22

   .de + definite article #34

9. interrogation

   structures .rising intonation #3

   .est-ce que + sentence #7,19

   .assertive sentence + n'est-ce pas #21

   .interrogative pronoun: qui/qui est-ce qui #6,36

   qu'est-ce que #8

   preposition + qui #15

   qui est-ce que #37

.interrogative adverb: où #9
combien de #25
.interrogative adjective: quel + noun #28
quel + est/sont #29
preposition + quel + noun #35

10. quantity

structures .combien de + noun #25
.subject + en + verb + quantity #26,30
.pas de + noun #27
.partitive article #34
.structures listed under plurality

11. commands

structures .ER verb (imperative, 2nd person) #17
.ER verb (imperative, 2nd person) + direct object + à + completive #23
.ER verb (imperative, 1st person plural) #40

12. verb tenses

present .être #9,13,31
.avoir #24,33
.ER verbs #18,38
.incidental forms of verbs needed for classroom management

imperative .ER verbs #17,40

GRADE 1 STREAM

Junior Division (40 structures)

1. introducing a noun

   structures .article + noun #2,5

   .possessive adjective + noun #12,39,56

   .expression of quantity + de + noun #25,52,64

   .negative + de + noun #27

   .interrogative adjective + noun #28,35

   .partitive article + noun #34

   .determiner required #58

   .être + noun #76

2. quantity (continued)

   structures .determiner + noun (expressing quantity) + de + noun #52

   .beaucoup/trop/assez + de + noun #64

3. position of the adjective

   structures .determiner + noun + adjective #42,68

   .determiner + adjective + noun #43,69

4. comparison

   structures .plus/moins/aussi + adjective (+ que) #62

   .plus/moins/aussi + adverb (+ que) #63

   .determiner + noun + plus/moins/aussi + adjective (+ que) #68

   .determiner + plus/moins/aussi + adjective + noun (+ que) #69

5. position of the adverb

   structures .verb + adverb #48,63

6. pronoun objects

   structures .subject + direct object pronoun + verb (present) #45,53

   .direct object pronoun (3rd person) + voilà/voici #46

   .(subject +) aller (present/imperative) + direct object pronoun (3rd person) + infinitive #47

   .subject + reflexive pronoun + verb #51,79

   .subject + indirect object pronoun + verb #61

   .subject + en + verb #66

   .subject + y + verb #67

   .subject + direct/indirect object pronoun + avoir (present) + past participle (no audible agreement) #73

7. interrogation (continued)

   structures .interrogative adverb: quand/pourquoi/comment + est-ce que + subject + verb #41

   .verb (present) (+ -t-) + pronoun subject #49

   .noun + verb (present) (+ -t-) + pronoun subject #50

   .preposition + qui/quoi + verb (interrogative) #80

8. negation (continued)

   structures .ne ... (+ preposition) personne #57

   .ne ... jamais/plus/rien/pas encore with present or present perfect #75

9. futurity

   structure .aller (present) + infinitive #44

10. verb with direct infinitive

    structures .aller (present) + infinitive #44

    .verb (present) + infinitive #60

11. relative pronouns

    structures .qui + verb #71

    .que + subject + verb #72

12. disjunctive pronouns

    structures .être + à + pronoun #16

    .preposition + pronoun #55

    .comparative + que + pronoun #62,63

    .pronoun + même(s) #74

    .c'est/ce sont + pronoun #77

    .pronoun + sentence/completive #78

13. verb tenses

    From Structure #50 on, teachers will include the interrogative both with est-ce que and with inversion, the negative, and the negative interrogative with any verb structure.

    present .aller + infinitive #44

    .reflexive ER verb #51

.IR verb #54

.RE verb #59

present perfect

.with avoir (no audible agreement) #65,73

.with être (with or without audible agreement) #70

.pronominal verb (no audible agreement) #79

immediate future

.aller (present) + infinitive #44

GRADE 1 STREAM

Intermediate Division: Grades 7 and 8 (30 structures)

1. interrogation (continued)

   structure .qu'est-ce qui + verb #81

2. relative pronouns (continued)

   structures .preposition + qui + subject + verb #82

   .où + subject + verb #83

3. commands (continued)

   structures .verb (imperative affirmative) + direct/indirect object pronoun #84

   .verb (imperative affirmative) + reflexive pronoun object #85

   .ne + direct/indirect object pronoun + verb (imperative) + negative #86

   .verb (imperative affirmative) + direct object pronoun + indirect object pronoun #106

.ne (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb (imperative) + negative #110

4. special uses of tense

structures .verb (present) + depuis #87

.verb (present perfect) + expression of limited time #88

.verb (imperfect) + depuis #107

.quand/dès que, etc. + subject + verb (future) #108

5. negation (continued)

structures .ne ... que #90

.ne ... (+ preposition) personne with a compound tense #98

.pronoun objects with the imperative negative #110

6. agreement of past participle

structures .subject + être (present) + past participle #70

.preceding direct object pronoun #73,91

.relative pronoun #72,92

.reflexive pronoun #79,93

.quel/combien de + noun #94

.pronominal verb (compound tense) + determiner + noun #103

7. elements placed between the auxiliary verb and the past participle

   structures .negatives #65,75

   .tout #95

   .short adverbs #96

8. position of the adverb (continued)

   structures .subject + auxiliary verb + adverb + past participle #96

   .subject + auxiliary verb + past participle + adverb/adverbial expression #97

9. conditions

   structures .si + subject + verb (present) + ... #99

   .si + subject + verb (present) + subject + verb (future) #101

10. parts of the body

    structures .subject + indirect object pronoun + verb + definite article + parts of the body #102

    .pronominal verb (compound tense) + determiner + noun #103

11. pronoun objects (continued)

    structures .subject + me/te/se/nous/vous + le/la/l'/les + verb #104

    .subject + le/la/l'/les + lui/leur + verb #105

.verb (imperative) + direct object pronoun + indirect object pronoun #106

.subject (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb #109

.ne (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + imperative + negative #110

12. verb tenses

.imperative affirmative of pronominal verb #85

.negative imperative of pronominal verb #86

.imperfect #89

.future #100

.agreement of the past participle #70,91,92,93,94,103

GRADE 1 STREAM

Intermediate Division: Grades 9 and 10 (30 structures)

1. pronoun objects (continued)

structure .verb (imperative) + direct/indirect object pronoun + y/en #112

2. comparison (continued)

structures .noun + superlative adjective #115

.superlative adjective + noun #116

.superlative adverb #117

3. introducing an infinitive

   structures .subject + verb (present) + infinitive #44,60

   .preposition + infinitive #111

   .subject + verb + à + object + de + infinitive #126

   .subject + verb + object + de + infinitive #127

   .subject + verb + object + à + infinitive #128

4. relative pronouns (continued)

   structures .dont #118

   .ce + relative pronoun + completive #134

   .noun + preposition + lequel + completive #135

5. special uses of tense (continued)

   structures .venir (present/imperfect) + de + infinitive #119

   .voilà/il y a/ça fait (present/imperfect) + length of time + que + completive #140

6. conditions (continued)

   structures .si + subject + verb (imperfect) + subject + verb (conditional) #121

   .si + subject + verb (imperfect/past perfect) + subject + verb (conditional/conditional perfect) #137

7. negation (continued)

structures .personne/rien + ne + verb #122

.ne + negative + infinitive #129

.ne + infinitive (+ preposition) + negative #130

8. tense sequence

structures .verb of speaking, thinking, knowing (past) + que + completive (verb in imperfect, conditional, or past perfect) #124

.verb (indicative) + que + completive (verb in present subjunctive/perfect subjunctive) #133

9. uses of the subjunctive

i) compulsion

structures .il faut que + completive #113

.verb expressing wish or command + completive #114

ii) expressing an emotion

structure .verb of emotion + que + completive #131

iii) uncertain outcome

structure .attendre que + completive #132

12. possession (continued)

structures .subject + verb (+ completive) (+ à/de) + possessive pronoun #138

.possessive pronoun + verb #139

13. verb tenses

.present subjunctive #113

.conditional #120

.past perfect #123

.literary past #125

.perfect subjunctive #133

.conditional perfect #136

GRADE 1 STREAM

Senior Division: Grades 11 and 12 (30 structures)

1. quantity (continued)

structure .la plupart/bien/encore + de + definite article + noun #141

2. highlighting part of a sentence

structures .c'est/ce sont + completive + qui/que + completing clause (verb in 3rd person) #142

.c'est + pronoun (1st or 2nd person) + qui + completing clause #143

3. disjunctive pronouns (continued)

structure .c'est + disjunctive pronoun (1st or 2nd person) + qui + completing clause #143

4. adjective used with indefinite and negative pronouns

structure .quoi/quelqu'un/personne/quelque chose/rien + de + adjective #144

5. simultaneous action

structure .en + present participle #145

6. impersonal verb

   structure .il + verb (impersonal) + infinitive #146

7. introducing an infinitive (continued)

   structures .il + verb (impersonal) + infinitive #146

   .c'est + adjective + à + infinitive #147

   .il est + adjective + de + infinitive #148

   .faire causative + infinitive #151

   .laisser/verbs of perception + infinitive #155

   .noun/pronoun + à + infinitive #164

8. perfect infinitive

   structures .après + perfect infinitive #149

   .après + avoir été + past participle #166 (transitive verb)

9. demonstrative pronoun

   structure .celui + prepositional phrase/relative pronoun/-ci, -là #150

10. causation and structures on the same pattern

    structures .faire causative + infinitive #151

    .laisser/verbs of perception + infinitive #155

11. elements placed between the auxiliary verb and the past participle (continued)

    structure .subject (+ direct object pronoun) + verb/auxiliary verb + tous/toutes (+ completive/past participle) #152

12. uses of the subjunctive (continued)

iv) subordinate adverb clauses

structure .subordinate conjunction + completive #153

v) expressions of certainty and doubt

structures .INTRODUCTORY STRUCTURE: croire/dire/espérer/penser/expression of certainty + completive (verb in indicative) #158

.croire, etc. (interrogative) + completive #159

.croire etc. (negative) + completive #160

vi) impersonal verb

structures .il faut que + completive #113

.impersonal verb + completing clause #161

vii) uncertain outcome (continued)

structure .douter/nier + completive #167

viii) concession

structure .quoi/qui/où que + completive #168

13. interrogation (continued)

structure .(preposition +) lequel (+ de + noun) #154

14. special use of tense (continued)

structure .quand, dès que + completive (verb in future perfect) #157

15. negation (continued)

structures .ne ... ni ... ni #162

.ne ... aucun/nul #169

.aucun/nul ne + completive #170

16. passive voice

structures .subject + être + past participle (transitive verb) #163

.noun/pronoun + à + infinitive #164

.être + past participle (transitive verb) #165

.après + avoir été + past participle (transitive verb) #166

17. verb tenses (continued)

.future perfect #156

.passive voice #163,164

GENERALIZATIONS: ADVANCED LEVEL

GRADE 4 STREAM

Junior Division (50 structures)

1. expressions used to introduce, present, or explain

   structures .c'est/ce sont #1,2,3,4,5

   .voilà #11

   il y a #14,30

2. pronoun as subject of a verb

   structures .pronoun + est/sont #13

   .pronoun + ER verb (present) #18,38

   .pronoun + être (present) #31

   .pronoun + avoir (present) #33

3. negation

   structures .ne ... pas #4,20,27

4. plurality

   structures .un/des #2

   .noun #2,5

   .le/les #5

   .est/sont #9,13

   .possessive adjective, singular and plural forms #12,39

   .pronouns #13,31

   .verbs #18,31,33,38

   .adjective #32

5. agreement and position of the adjective

   structures .predicate adjective #32

   .determiner + noun + adjective #42

   .determiner + adjective + noun #43

6. possession

   structures .noun + de + proper noun #5

   .mon/ton/son (all forms) #12

   .être à #15,16

   .noun + de + definite article + noun #34

   .notre/votre/leur (all forms) #39

7. location

   structures .où + est/sont (+ determiner) + noun #9

   .preposition of place (derrière, devant, sur, sous, à, dans) + determiner - noun #10

   .voilà (+ determiner) + noun #11

   .preposition + quel + noun #35

8. contractions

   structures .à + definite article #22

   .de + definite article #34

9. interrogation

   structures .rising intonation #3

   .est-ce que + sentence #7,19

   .assertive sentence + n'est-ce pas #21

   .interrogative pronoun: qui/qui est-ce qui #6,36

qu'est-ce que #8
preposition + qui #15
qui est-ce que #37

.interrogative adverb: où #9
combien de #25
quand/pourquoi/comment #41

.interrogative adjective: quel + noun #28
quel + est/sont #29
preposition + quel + noun #35

.inversion #49,50

10. quantity

structures .combien de + noun #25

.subject + en + verb + quantity #26,30

.pas de + noun #27

.partitive article #34

.structures listed under plurality

11. commands

structures .ER verb (imperative, 2nd person) #17

.ER verb (imperative, 2nd person) + direct object + à + completive #23

.ER verb (imperative, 1st person plural) #40

12. futurity

    structure .aller (present) + infinitive #44

13. pronoun objects

    structures .subject + direct object pronoun (3rd person) + verb #45

    .direct object pronoun (3rd person) + voilà/voici #46

    .aller + direct object pronoun (3rd person) + infinitive #47

14. position of the adverb

    structures .subject + verb (present) + adverb #48

15. verb tenses

    Once students have learned Structure #50, teachers will include the interrogative both with est-ce que and with inversion, the negative, and the negative interrogative with any verb structure.

    present .être #9,13,31

    .avoir #25,33

    .ER verbs #18,38

    .aller + infinitive #44

    .incidental forms of verbs needed for classroom management

    imperative .ER verbs #17,40

    immediate future .aller (present) + infinitive #44

GRADE 4 STREAM

Intermediate Division: Grades 7 and 8 (30 structures)

1. introducing a noun

   structures .article + noun #2,5

   .possessive adjective + noun #12,39,56

   .expression of quantity + de + noun #25,52,64

   .negative + de + noun #27

   .interrogative adjective + noun #28,35

   .partitive article + noun #34

   .determiner required #58

   .être + noun #76

2. quantity (continued)

   structures .determiner + noun (expressing quantity) + de + noun #52

   .beaucoup/trop/assez + de + noun #64

3. position of the adjective (continued)

   structures .determiner + noun + plus/moins/aussi + adjective #68

   .determiner + plus/moins/aussi + adjective + noun #69

4. comparison

   structures .plus/moins/aussi + adjective (+ que) #62

   .plus/moins/aussi + adverb (+ que) #63

   .determiner + noun + plus/moins/aussi + adjective (+ que) #68

.determiner + plus/moins/aussi + adjective + noun (+ que) #69

5. position of the adverb (continued)

structure .verb + plus/moins/aussi + adverb #63

6. pronoun objects (continued)

structures .subject + direct object pronoun + (1st and 2nd person) + verb (present) #53

.subject + reflexive pronoun + verb #51,79

.subject + indirect object pronoun + verb #61

.subject + en + verb #66

.subject + y + verb #67

.subject + direct/indirect object pronoun + avoir (present) + past participle (no audible agreement) #73

7. interrogation (continued)

structure .preposition + qui/quoi + verb (interrogative) #80

8. negation (continued)

structures .ne ... (+ preposition) personne #57

.ne ... jamais/plus/rien/pas encore with present or present perfect #75

9. verb with direct infinitive

structure .verb (present) + infinitive #60

10. relative pronouns

structures .qui + verb #71

.que + subject + verb #72

11. disjunctive pronouns

structures .être + à + pronoun #16

.preposition + pronoun #55

.pronoun + même(s) #74

.c'est/ce sont/que + pronoun #77

.pronoun + completive #78

12. verb tenses

present .reflexive ER verb #51

.IR verb #54

.RE verb #59

present perfect

.with avoir (no audible agreement) #65,73

.with être (with or without audible agreement) #70

.pronominal verb (no audible agreement) #79

GRADE 4 STREAM

Intermediate Division: Grades 9 and 10 (30 structures)

1. interrogation (continued)

structure .qu'est-ce qui + verb #81

2. relative pronouns (continued)

structures .preposition + qui + subject + verb #82

.où + subject + verb #83

3. commands (continued)

structures .verb (imperative affirmative) + direct/indirect object pronoun #84

.verb (imperative affirmative) + reflexive pronoun object #85

.ne + direct/indirect object pronoun + verb (imperative) + negative #86

.verb (imperative affirmative) + direct object pronoun - indirect object pronoun #106

.ne (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb (imperative) + negative #110

4. special uses of tense

structures .verb (present) + depuis #87

.verb (present perfect) + expression of limited time #88

.verb (imperfect) + depuis #107

.quand/dès que, etc. + subject + verb (future) #108

5. negation (continued)

structures .ne ... que #90

.ne ... (+ preposition) personne with a compound tense #98

.pronoun objects with the imperative negative #110

6. agreement of the past participle

structures .subject + être (present) + past participle #70

.preceding direct object pronoun #73,91

.relative pronoun #72,92

.reflexive pronoun #79,93

.quel/combien de + noun #94

.pronominal verb (compound tense) + determiner + noun #103

7. elements placed between the auxiliary verb and the past participle

   structures .negatives #65,75

   .tout #95

   .short adverbs #96

8. position of the adverb (continued)

   structures .subject + auxiliary verb + adverb + past participle #96

   .subject + auxiliary verb + past participle + adverb/adverbial expression #97

9. conditions

   structures .si + subject + verb (present) + ... #99

   .si + subject + verb (present) + subject + verb (future) #101

10. parts of the body

    structures .subject + indirect object pronoun + verb + definite article + parts of the body #102

    .pronominal verb (compound tense) + determiner + noun #103

11. pronoun objects (continued)

structures .subject + me/te/se/nous/vous + le/la/l'/les + verb #104

.subject + le/la/l'/les + lui/leur + verb #105

.verb (imperative) + direct object pronoun + indirect object pronoun #106

.subject (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb #109

.ne (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + imperative + negative #110

12. verb tenses

.imperative affirmative of pronominal verb #85

.negative imperative of pronominal verb #86

.imperfect #89

.future #100

.agreement of the past participle #70,91,92,93,94,103

GRADE 4 STREAM

Senior Division: Grades 11 and 12 (30 structures)

1. pronoun objects (continued)

   structure .verb (imperative) + direct/indirect object pronoun + y/en #112

2. comparison (continued)

   structures .noun + superlative adjective #115

   .superlative adjective + noun #116

   .superlative adverb #117

3. introducing an infinitive

   structures .subject + verb (present) + infinitive #44,60

   .preposition + infinitive #111

   .subject + verb + à + object + de + infinitive #126

   .subject + verb + object + de + infinitive #127

   .subject + verb + object + à + infinitive #128

4. relative pronouns (continued)

   structures .dont #118

   .ce + relative pronoun + completive #134

   .noun + preposition + lequel + completive #135

5. special uses of tense (continued)

   structures .venir (present/imperfect) + de + infinitive #119

   .voilà/il y a/ça fait (present/imperfect) + length of time + que + completive #140

6. conditions (continued)

   structures .si + subject + verb (imperfect) + subject + verb (conditional) #121

   .si + subject + verb (imperfect/past perfect) + subject + verb (conditional/conditional perfect) #137

7. negation (continued)

   structures .personne/rien + ne + verb #122

   .ne + negative + infinitive #129

   .ne + infinitive (+ preposition) + negative #130

8. tense sequence

   structures .verb of speaking, thinking, knowing (past) + que + completive (verb in imperfect, conditional, or past perfect) #124

   .verb (indicative) + que + completive (verb in present subjunctive/perfect subjunctive) #133

9. uses of the subjunctive

   i) compulsion

   structures .il faut que + completive #113

   .verb expressing wish or command + completive #114

   ii) expressing an emotion

   structure .verb of emotion + que + completive #131

   iii) uncertain outcome

   structure .attendre que + completive #132

10. possession (continued)

   structures .subject + verb (+ completive) (+ à/de) + possessive pronoun #138

   .possessive pronoun + verb #139

11. verb tenses

   .present subjunctive #113

   .conditional #120

   .past perfect #123

   .literary past #125

   .perfect subjunctive #133

   .conditional perfect #136

GENERALIZATIONS: ADVANCED LEVEL

GRADE 7 STREAM

Intermediate Division: Grades 7 and 8 (50 structures)

1. expressions used to introduce, present or explain

   structures .c'est/ce sont #1,2,3,4,5

   .voilà #11

   .il y a #14,30

2. pronoun as subject of a verb

   structures .pronoun + est/sont #13

   .pronoun + ER verb (present) #18,38

   .pronoun + être (present) #31

   .pronoun + avoir (present) #33

3. negation

   structures .ne ... pas #4,20,27

4. plurality

   structures .un/des #2

   .noun #2,5

   .le/les #5

   .est/sont #9,13

   .possessive adjective, singular and plural forms #12,39

   .pronouns #13,31

   .verbs #18,31,33,38

   .adjective #32

5. agreement and position of the adjective

   structures .predicate adjective #32

   .determiner + noun + adjective #42

   .determiner + adjective + noun #43

6. possession

   structures .noun + de + proper noun #5

   .mon/ton/son (all forms) #12

   .être à #15,16

   .noun + de + definite article + noun #34

   .notre/votre/leur (all forms) #39

7. location

   structures .où + est/sont (+ determiner) + noun #9

   .preposition of place (derrière, devant, sur, sous, à, dans) + determiner + noun #10

   .voilà (+ determiner) + noun #11

   .preposition + quel + noun #35

8. contractions

   structures .à + definite article #22

   .de + definite article #34

9. interrogation

   structures .rising intonation #3

   .est-ce que + sentence #7,19

   .assertive sentence + n'est-ce pas #21

.interrogative pronoun: qui/qui est-ce qui #6,36
qu'est-ce que #8
preposition + qui #15
qui est-ce que #37

.interrogative adverb: où #9
combien de #25
quand/pourquoi/comment #41

.interrogative adjective: quel + noun #28
quel + est/sont #29
preposition + quel + noun #35

.inversion #49,50

10. quantity

structures .combien de + noun #25
.subject + en + verb + quantity #26,30
.pas de + noun #27
.partitive article #34
.structures listed under plurality

11. commands

structures .ER verb (imperative, 2nd person) #17

.ER verb (imperative, 2nd person) + direct object + à + completive #23

.ER verb (imperative, 1st person plural) #40

12. futurity

structures .aller (present) + infinitive #44

13. pronoun objects

structures .subject + direct object pronoun (3rd person) + verb #45

.direct object pronoun (3rd person) + voilà/voici #46

.aller + direct object pronoun (3rd person) + infinitive #47

14. position of the adverb

structures .subject + verb (present) + adverb #48

15. verb tenses

Once students have learned Structure #50, teachers will include the interrogative both with est-ce que and with inversion, the negative, and the negative interrogative with any verb structure.

present .être #9,13,31

.avoir #25,33

.ER verbs #18,38

.aller + infinitive #44

.incidental forms of verbs needed for classroom management

imperative .ER verbs #17,40

immediate future .aller (present) + infinitive #44

GRADE 7 STREAM

Intermediate Division: Grades 9 and 10 (30 structures)

1. introducing a noun

structures .article + noun #2,5

.possessive adjective + noun #12,39,56

.expression of quantity + de + noun #25,52,64

.negative + de + noun #27

.interrogative adjective + noun #28,35

.partitive article + noun #34

.determiner required #58

.être + noun #76

2. quantity (continued)

structures .determiner + noun (expressing quantity) + de + noun #52

.beaucoup/trop/assez + de + noun #64

3. position of the adjective (continued)

structures .determiner + noun + plus/moins/aussi + + adjective #68

.determiner + plus/moins/aussi + adjective + noun #69

4. comparison

structures .plus/moins/aussi + adjective (+ que) #62

.plus/moins/aussi + adverb (+ que) #63

.determiner + noun + plus/moins/aussi + adjective (+ que) #68

.determiner + plus/moins/aussi + adjective + noun (+ que) #69

5. position of the adverb (continued)

structures .verb + plus/moins/aussi + adverb #63

6. pronoun objects (continued)

structures .subject + direct object pronoun (1st and 2nd person) + verb (present) #53

.subject + reflexive pronoun + verb #51,79

.subject + indirect object pronoun + verb #61

.subject + en + verb #66

.subject + y + verb #67

.subject + direct/indirect object pronoun + avoir (present) + past participle (no audible agreement) #73

7. interrogation (continued)

structures .preposition + qui/quoi + verb (interrogative) #80

8. negation (continued)

structures .ne ... (+ preposition) personne #57

.ne ... jamais/plus/rien/pas encore with present or present perfect #75

9. verb with direct infinitive

   structure .verb (present) + infinitive #60

10. relative pronouns

   structures .qui + verb #71

   .que + subject + verb #72

11. disjunctive pronouns

   structures .être + à + pronoun #16

   .preposition + pronoun #55

   .pronoun + même(s) #74

   .c'est/ce sont/que + pronoun #77

   .pronoun + completive #78

12. verb tenses

   present .reflexive ER verb #51

   .IR verb #54

   .RE verb #59

   present perfect

   .with avoir (no audible agreement) #65,73

   .with être (with or without audible agreement) #70

   .pronominal verb (no audible agreement) #79

GRADE 7 STREAM

Senior Division: Grades 11 and 12 (30 structures)

1. interrogation (continued)

   structure .qu'est-ce qui + verb #81

2. relative pronouns (continued)

   structures .preposition + qui + subject + verb #82

   .où + subject + verb #83

3. commands (continued)

   structures .verb (imperative affirmative) + direct/ indirect object pronoun #84

   .verb (imperative affirmative) + reflexive pronoun object #85

   .ne + direct/indirect object pronoun + verb (imperative) + negative #86

   .verb (imperative affirmative) + direct object pronoun + indirect object pronoun #106

   .ne (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb (imperative) + negative #110

4. special uses of tense

   structures .verb (present) + depuis #87

   .verb (present perfect) + expression of limited time #88

   .verb (imperfect) + depuis #107

   .quand/dès que, etc. + subject + verb (future) #108

5. negation (continued)

   structures .ne ... que #90

   .ne ... (+ preposition) personne with a compound tense #98

.pronoun objects with the imperative negative #110

6. agreement of past participle

structures .subject + être (present) + past participle #70

.preceding direct object pronoun #73,91

.relative pronoun #72,92

.reflexive pronoun #79,93

.quel/combien de + noun #94

.pronominal verb (compound tense) + determiner + noun #103

7. elements placed between the auxiliary verb and the past participle

structures .negatives #65,75

.tout #95

.short adverbs #96

8. position of the adverb (continued)

structures .subject + auxiliary verb + adverb + past participle #96

.subject + auxiliary verb + past participle + adverb/adverbial expression #97

9. conditions

structures .si + subject + verb (present) + ... #99

.si + subject + verb (present) + subject + verb (future) #101

10. parts of the body

structures .subject + indirect object pronoun + verb + definite article + parts of the body #102

.pronominal verb (compound tense) + determiner + noun #103

11. pronoun objects (continued)

structures .subject + me/te/se/nous/vous + le/la/l'/les + verb #104

.subject + le/la/l'/les + lui/leur + verb #105

.verb (imperative) + direct object pronoun + indirect object pronoun #106

.subject (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + verb #109

.ne (+ me/te/se/nous/vous) (+ le/la/l'/les) (+ lui/leur) (+ y) (+ en) + imperative + negative #110

12. verb tenses

.imperative affirmative of pronominal verb #85

.negative imperative of pronominal verb #86

.imperfect #89

.future #100

.agreement of the past participle #70,91,92,93,94,103

GENERALIZATIONS: ADVANCED LEVEL

GRADE 9 STREAM

Intermediate Division: Grades 9 and 10 (50 structures)

1. expressions used to introduce, present, or explain

   structures .c'est/ce sont #1,2,3,4,5

   .voilà #11

   .il y a #14,30

2. pronoun as subject of a verb

   structures .pronoun + est/sont #13

   .pronoun + ER verb (present) #18,38

   .pronoun + être (present) #31

   .pronoun + avoir (present) #33

3. negation

   structures .ne ... pas #4,5,20,27

4. plurality

   structures .un/des #2

   .noun #2,5

   .le/les #5

   .est/sont #9,13

   .possessive adjective, singular and plural forms #12,39

   .pronouns #13,31

   .verbs #13,31,33,38

   .adjective #32

5. agreement and position of the adjective

   structures .predicate adjective #32

   .determiner + noun + adjective #42

   .determiner + adjective + noun #43

6. possession

   structures .noun + de + proper noun #5

   .mon/ton/son (all forms) #12

   .être à #15,16

   .noun + de + definite article + noun #34

   .notre/votre/leur (all forms) #39

7. location

   structures .où + est/sont (+ determiner) + noun #9

   .preposition of place (derrière, devant, sur, sous, à, dans) + determiner + noun #10

   .voilà (+ determiner) + noun #11

   .preposition + quel + noun #35

8. contractions

   structures .à + definite article #22

   .de + definite article #34

9. interrogation

   structures .rising intonation #3

   .est-ce que + sentence #7,19

   .assertive sentence + n'est-ce pas #21

.interrogative pronoun: qui/qui est-ce qui #6,36
qu'est-ce que #8
preposition + qui #15
qui est-ce que #37

.interrogative adverb: où #9
combien de #25
quand/pourquoi/comment #41

.interrogative adjective: quel + noun #28
quel + est/sont #29
preposition + quel + noun #35

.inversion #49,50

10. quantity

structures .combien de + noun #25

.subject + en + verb + quantity #26,30

.pas de + noun #37

.partitive article #34

.structures listed under plurality

11. commands

structures .ER verb (imperative, 2nd person) #17

.ER verb (imperative, 2nd person) + direct object + à + completive #23

.ER verb (imperative, 1st person plural) #40

12. futurity

    structure .aller (present) + infinitive #44

13. pronoun objects

    structures .subject + direct object pronoun (3rd person) + verb #45

    .direct object pronoun (3rd person) + voilà/voici #46

    .aller + direct object pronoun (3rd person) + infinitive #47

14. position of the adverb

    structure .subject + verb (present) + adverb #48

15. verb tenses

    Once students have learned Structure #50, teachers will include the interrogative both with est-ce que and with inversion, the negative, and the negative interrogative with any verb structure.

    present .être #9,13,31

    .avoir #24,33

    .ER verbs #18,38

    .aller + infinitive #44

    .incidental forms of verbs needed for classroom management

    imperative .ER verbs #17,40

    immediate future .aller (present) + infinitive #44

GRADE 9 STREAM

Senior Division: Grades 11 and 12 (30 structures)

1. introducing a noun

   structures .article + noun #2,5

   .possessive adjective + noun #12,39,56

   .expression of quantity + de + noun #25,52,64

   .negative + de + noun #27

   .interrogative adjective + noun #28,35

   .partitive article + noun #34

   .determiner required #58

   .être + noun #76

2. quantity (continued)

   structures .determiner + noun (expressing quantity) + de + noun #52

   .beaucoup/trop/assez + de + noun #64

3. position of the adjective (continued)

   structures .determiner + noun + plus/moins/aussi + adjective #68

   .determiner + plus/moins/aussi + adjective + noun #69

4. comparison

   structures .plus/moins/aussi + adjective (+ que) #62

   .plus/moins/aussi + adverb (+ que) #63

   .determiner + noun + plus/moins/aussi + adjective (+ que) #68

.determiner + plus/moins/aussi + adjective + noun (+ que) #69

5. position of the adverb (continued)

structure .verb + plus/moins/aussi + adverb #63

6. pronoun objects (continued)

structures .subject + direct object pronoun (1st and 2nd person) + verb (present) #53

.subject + reflexive pronoun + verb #51,79

.subject + indirect object pronoun + verb #61

.subject + en + verb #66

.subject + y + verb #67

.subject + direct/indirect object pronoun + avoir (present) + past participle (no audible agreement) #73

7. interrogation (continued)

structure .preposition + qui/quoi + verb (interrogative) #80

8. negation (continued)

structures .ne ... (+ preposition) personne #57

.ne ... jamais/plus/rien/pas encore with present or present perfect #75

9. verb with direct infinitive

structure .verb (present) + infinitive #60

10. relative pronouns

    structures .qui + verb #71

               .que + subject + verb #72

11. disjunctive pronouns

    structures .être + à + pronoun #16

               .preposition + pronoun #55

               .pronoun + même(s) #74

               .c'est/ce sont/que + pronoun #77

               .pronoun + completive #78

12. verb tenses

    present .reflexive ER verb #51

            .IR verb #54

            .RE verb #59

    present perfect

            .with avoir (no audible agreement) #65,73

            .with être (with or without audible agreement) #70

            .pronominal verb (no audible agreement) #79

VOCABULARY TOPICS: SUGGESTED ORDER OF PRESENTATION

The textual materials selected or developed will, to a large extent, determine the vocabulary introduced in a program. The following topics constitute a checklist to help teachers ensure that these essential items have been covered. Vocabulary acquisition is a spiral process. Beginning students learn the words connected with a given theme which directly concern them. In dealing with family members, for instance, they are concerned with immediate family members first; family members outside the household -- aunt, cousin, and less common terms -- brother-in-law, great-grandmother, will be introduced at a later stage.

Factors which were considered in ordering the vocabulary topics include:

- the relative difficulty of main vocabulary items connected to a topic,
- usefulness,
- the appropriateness of the topic to the students' background in French,
- variety,
- the timing of re-entry of a topic to expand the vocabulary range,
- emphasis on concrete vocabulary in the early years of the sequence,
- the importance of the topics in the context of an Ontario school, and
- the potential for integration with other areas of study.

The number of vocabulary topics introduced in a given division will be decided at the local level. It is essential to introduce enough different topics to create interest and provide varied contexts for the practice and assimilation of structure, without over-emphasizing vocabulary memorization to the detriment of communication. A

reasonable expectation for the Primary Division in a Grade 1 stream, for example, might be the first 25 topics. The number of lexical item introduced with specific topics can be varied to suit different levels and student needs.

Vocabulary for a particular event such as a class trip should be taught when the occasion arises. The alphabet should be taught when writing requires it.

1. essential classroom management
2. basic parts of the body
3. immediate family
4. toys (Primary Division only)
5. colours (Avoid audible agreement until agreement has been taught.)
6. clothing: indoor
7. animals: pets
8. food: basic items
9. days of the week
10. weather: *il fait beau, chaud, froid; il neige, il pleut*
11. clothing: outdoor
12. numbers: 1-31
13. arithmetic: vocabulary at the level of students' computation skills
14. months
15. dates
16. seasons
17. special days: *Hallowe'en, Noël, Pâques*
18. rooms in the house

19. prepositions: *à, avec, dans, de, derrière, devant, pour, sous, sur* (*à* and *de* should be used with proper nouns until contractions are taught)
20. furniture in the house: basic pieces
21. school rooms and staff
22. community helpers: police officer, letter carrier, fire fighter, doctor, nurse, dentist
23. animals: farm
24. extended family
25. *avoir* expressions: *avoir...ans; avoir faim, soif, chaud, froid, sommeil*
26. health, illnesses, pains
27. prepositions: *à côté de, après, avant, en, en face de, par, près de*
28. time: hour, half-hour, *midi, minuit*
29. basic adverbs of time and manner
30. setting the table: cutlery, dishes, glasses
31. meals and restaurants
32. numbers 32 - 100
33. arithmetic: expanded to match students computation skills
34. games: terminology for card games and other competitive classroom games
35. local stores
36. shopping
37. food: further items

38. metric system: basic units of length and weight, dimensions, distance
39. time: quarter hour, minutes, a.m., p.m.
40. sports: individual
41. nationalities and languages: Canadian, American, French, English,and others requested by the class
42. geography: map-reading terms
43. geography: provinces of Canada
44. public transportation
45. animals: zoo or circus
46. natural science: *aiguille, arbre, feuille, fleur, herbe, plante*
47. special days: *le Jour de l'An, Mardi Gras/Carnaval, la Saint-Jean-Baptiste*
48. weather: *il fait du vent, du soleil, du brouillard; il fait mauvais, gris, nuageux*
49. getting ready for school
50. clothing: underclothing and nightwear
51. sports: team
52. sports: equipment
53. numbers: 101 - 5000
54. further adverbs of time and manner
55. school subjects
56. secondary school rooms and staff
57. basic grammatical terminology
58. careers: basic professions and trades, and others relevant to the community

59. furniture in the house: further pieces
60. household chores
61. city/town: buildings and their locations
62. geography: countries of North America and Europe
63. travel: arrangements, schedules
64. terms to discuss reading material: *auteur, écrivain, poète, roman, pièce, nouvelle, poème, personnage, intrigue, scène*
65. hobbies
66. basic parts of the car
67. accidents
68. dating
69. media: radio, TV, newspapers, magazines
70. crime, mystery, espionage
71. service station
72. cooking: basic ingredients, utensils, recipes
73. music: terminology to discuss students' musical interests
74. camping
75. sewing and fabrics
76. woodworking and tools: *bois, clou, marteau, pelle, scie, tourne-vis, vis*
77. space travel: basic terminology
78. government: organization and agencies
79. environmental questions: energy, pollution, land use, population
80. highway code and signs: basic terminology

81. family: relatives by marriage (-in-law or step-)
82. measurement: length, width, height, mass
83. ordinal numbers
84. countries, nationalities, languages: major European and Asian countries and others at the students' request
85. careers: expanded
86. banks and business dealings
87. medicine: expanded
88. terms for literary appreciation

Further vocabulary expansion will be determined by the choice of reading materials, activities and discussion topics. It is important to student interest that values questions and current issues be included.

In areas where there is a French-speaking population, students should learn additional practical vocabulary which would be useful in part-time or permanent jobs serving the public.

PRELIMINARY DRAFT

PART III

TECHNIQUES

Part III suggests some techniques and strategies basic to French instruction. It does not constitute an exhaustive list of possible methods, nor do the topics dealt with represent all the components of a French program. The suggestions under each heading are arranged in a progression from those which would be used with beginning students to those more suitable for use later in the learning sequence. In all cases, the students' age and developmental level must be considered in selecting learning strategies; techniques which are suitable for beginners in the Primary Division, for example, are unlikely to suit beginners in the Intermediate Division.

In many cases, the classroom provides students with their only opportunity to practise French communication; it should place them in a situation where they must receive and give in French information essential to the task at hand. If this unique opportunity is not to be lost, the class must be conducted almost entirely in French. English should be used only for serious discipline problems, some instances of individual assistance, brief clarification of abstract vocabulary not easily illustrated, and initial explanation of some procedures in the early months of French instruction.

Lessons should maintain a lively pace, and contain a variety of activities. Especially with younger pupils, the teacher should change activities frequently. The inclusion of a physical activity or game adds variety to the lesson, and allows all pupils to participate.

The skilful teacher can design this activity to relate directly to the topic being presented in the lesson: students will perceive it as a game. As reading and writing skills are added, there will be increasing opportunity to vary activities.

The topics dealt with in this section are:

1. Questioning techniques
2. Correction techniques
3. Listening and speaking activities
4. Reading
5. Writing
6. Teaching structures
7. Teaching culture
8. Grouping procedures.

Suggestions for some of these topics have been included as examples in the objectives section, Part I, or in the content section, Part II.

1. Questioning techniques

. Questions should be brief, precise, and logical.

. In formulating a question, the teacher should consider what answer students are capable of giving to it.

. Questions should provide an entrance point for the student; teachers should train their students to recognize and use such entrance points as the question word or interrogative verb.

. At first the teacher will use only intonation to indicate a question, for example, C'est un chat? Gradually the teacher will introduce est-ce que?, question words such as qui, qu'est-ce que..., and Quel(le) est ...? Inversions, particularly those

that require the insertion of -t-, should be delayed until the students have a firm grasp on the simpler forms of interrogation.

. Students should learn to form as well as respond to all types of questions.

. Students should be assisted to make transformations. If a transformation of the subject is required, for example, Tu ...? to Oui/non, je ..., the teacher should model the answer before asking the question: J'aime la chemise de Marc. Est-ce que tu aimes la chemise de Marc? Once students are familiar with the transformation, the teacher no longer needs to model the answer unless an error is made. Students may start a chain of questions and answers involving simple tranformations.

. Teachers should vary the type of question to suit individual abilities and direct questions appropriately.Normally teachers should avoid questions which can be answered with "yes" or "no", but if the class includes very weak students capable of answering only this type of question, some should be directed to them.

. As students progress through the instructional sequence, teachers' questions should take advantage of the students' expanded knowledge of structures and vocabulary, and of their age level; a set list of constantly repeated questions lacks flexibility and challenge.

. It is important to permit students to express their own ideas. This should begin even at a simple level by asking open-ended questions such as Quelle est ta couleur préférée?, and advance through probing questions to expression of opinion.

. Various types of questions can be asked about the same context. An example follows.

"L'agent de police, un revolver a la main, s'approchait du criminel dangereux qui l'attendait dans le crépuscule."

Simple questions:

i) Est-ce que le criminel attendait l'agent?

ii) Qu'est-ce que l'agent avait à la main?

iii) Qui attendait dans le crépuscule?

iv) Qui s'approchait du criminel?

More difficult questions:

i) De qui l'agent s'approchait-il?

ii) Décrivez ce qui se passait dans cette scène.

Challenging questions:

i) Quand est-ce que l'action s'est passée? Comment le savez-vous?

ii) Qu'est-ce qui va arriver maintenant?

iii) Quelle atmosphère est-ce que cette phrase crée?

2. Correction Techniques

Correction must be carefully handled if it is to increase confidence and willingness to participate rather than lessen them. Correction should be perceived by the students as assistance to further learning rather than as negative evaluation.

- In correcting oral mistakes, indirect correction can be used; the teacher might repeat the question, say Pardon, je n'ai pas compris, or get the correct answer from another student and ask the one who made the mistake to repeat the correct answer.
- Teachers should consider correcting glaring errors in oral presentations in a private exchange.
- If an accepting atmosphere is established in the classroom, students can gain in attentiveness and mutual support from correcting each other. This can develop listening acuity, editing skill, and small group cooperation. Teachers should plan time for student correction.
- Corrections should be handled tactfully because of the emotional and attitudinal reactions they may cause in all students. To encourage students to express themselves and to risk error in doing so, teachers must be sensitive to the effects of correction on the class and on individuals. Over-correction and disruptive correction inhibit communication.

They can be avoided by:

- always acknowledging and reacting to the idea a student is expressing before the form in which it is expressed;
- always letting students express their complete idea before identifying errors in expression;
- focusing on one type of error at a time and encouraging students to improve that aspect of their expression, for example, working to correct only the verbs in an oral or written context; students can absorb only a certain number of details at once;
- drawing the students' deliberate attention to one error in an oral sentence and merely modelling the correction of other errors incidentally in working on the principal one;
- establishing a hierarchy of errors according to the degree of interference with communication and focusing on the aspect that inhibited communication the most;
- having a student partner or small group edit a written assignment before it is submitted to the teacher.

. A variety of methods should be used for homework corrections: overhead transparency, blackboard, handout ditto, and partner or small group correction.

. Correction and evaluation of students' work is an integral part of the program. Assignments that are collected should be marked and returned promptly, so that students will have an opportunity to examine their errors while the assignment is still fresh in their minds. These processes can be very time-consuming. Teachers can avoid impossible marking loads by:

- selecting what to mark, rather than trying to mark every student assignment;
- giving some uniform assignments so that blackboard correction is possible;
- correcting the work of a selection of students, then going over their errors on a common assignment for the whole class. Students should become increasingly responsible for identifying their own errors and making their own corrections;
- giving short, frequent assignments (dictées, content questions, short paragraphs) so that fast marking is possible;
- evaluating some written assignments, especially free compositions, on a holistic basis; not every error will be corrected, but an overall assessment of students' work is possible.

3. Listening and Speaking Activities

Techniques for presenting four types of learning activities are suggested: comptines, songs, historiettes or anecdotes, and dialogues. Comptines are particularly suitable for young children; the others are appropriate in any division. Suggestions for more advanced listening and speaking activities are listed with the objectives for these skills in Part I.

- In presenting a comptine or a song by the rote method, the teacher says or sings the whole comptine or song through once or twice using actions or visual aids to help students understand. The teacher then repeats an entire verse several times and encourages students to join in, gradually performing the actions, humming the melody, or saying or singing the words. Several comptines or short songs should be introduced in a term, so that monotonous repetition is avoided, and children have a repertoire to choose from.
- In presenting a longer song, the teacher may proceed line by line, after letting the students hear the song in its entirety at least once; the teacher sings a line and the class sings it back. Gradually more lines are added until the class can sing through a whole verse. If the song has several verses, the teacher should teach only one or two a day.
- Songs may be chosen specifically because they include structures or vocabulary the students are learning. Teachers can also make up verses to known melodies to reinforce certain structures and vocabulary items.

. Once students have learned to read French, they may read the songs after hearing them once or twice, or learn additional verses from a printed text.
. Initial presentation of historiettes or anecdotes may be accompanied by gestures, props, and/or pictures. The initial aim is listening comprehension only; as students become familiar with the material, they can supply key words or phrases. Both the length of the anecdote and the students' attention span must be considered in determining the number of repetitions in one class period.

. After a year or two of Core French, longer stories and saynètes should be introduced, and students should be able to present saynètes they have learned or developed in class.
. Many of the techniques already suggested are suitable for dialogue presentation; whole class, half class, and row response should precede individual role playing. Students should practise in pairs or small groups before being asked to present the dialogue in front of the class.
. In pairs or small groups, students can develop their own dialogues and dramatizations. With young children, puppets or simple masks can provide an opportunity to participate incognito. Groups of students can prepare the puppets or masks, sets, stage, and scripts, as well as present their dialogues.

4. Reading

The techniques suggested are divided into two categories: those suitable in beginning reading, and those suitable in reading for meaning and appreciation.

a) Beginning reading

(i) Recognition reading of familiar patterns

. The teacher elicits with illustrations, pictures, or gestures, the structure(s) to be read. For example, to introduce the structure "Qui est-ce?", the teacher shows familiar faces, asks "Qui est-ce?", each time and students answer.

. Students perform this exchange distinctly two or three times.

. The teacher then writes it on the board or on chart paper, or shows the written form previously prepared on a flash card.

. Reading of the question and answer is practised as needed by the whole class, groups, and individuals.

. Using the illustrations available, or classmates, known vocabulary may be substituted in the answer, for example, C'est Annette, C'est le père de Monique.

. In subsequent periods material presented for recognition reading should be reviewed, and further material added to create a context.

. Multiple-choice involving silent reading of known structures can be developed to aid reading comprehension.

(ii) Recognition reading of contexts

- After a context has been introduced and practised for several days until students can manipulate it comfortably, the teacher can distribute a printed version of it as a study aid. This can lessen the memory load and create confidence.
- The teacher must lead the class through a careful reading of the printed version to encourage transfer of correct pronunciation.
- Where the context lends itself to reading roles or subsections, individual students can be called on to do this to reinforce correct pronunciation.
- At this stage students should not leave class with a printed version of a context until they have practised reading it with the teacher's assistance.

(iii) Sound-symbol relationships

. Sound-symbol relationships may be taught soon after the introduction to recognition reading.

. The study of sound-symbol relationships aids spelling, pronunciation, and oral reading, but is not necessary for reading comprehension.

. In general, only those graphemes which are likely to cause problems should be presented in class. Teachers should work with individual students, or with small groups, if particular problems are identified. Sound which might be treated include [ɲ], [ɥ], the nasal vowels, c pronounced as [s] or [k] and g pronounced as [ʒ] or [g].

. In a Junior Division class, for example, the teacher may choose a song or other context which contains the sound to be studied, print it on chart paper, and underline some instances of the chosen grapheme. After reading the context or singing the song, students identify other examples of the same sound; the teacher underlines them as they are given, and then asks for words not in the song which contain the same sound. These words are listed, and the class practises reading them.

(iv) The Experience Chart

- The teacher and students develop a reading passage based on a familiar context or on a class outing or experience; the teacher asks the class carefully sequenced questions, and writes their answers on chart paper. Precise, logical questions based on familiar vocabulary and structures should result in a readable story.
- The class reads the story silently while one student or the teacher reads it aloud.
- As a follow-up, the teacher may make further use of the story by working with particular items in it or by having individual students ask the class questions on the story.

b) Reading for meaning and appreciation

In this document the term "authors" has been replaced by "reading for meaning and appreciation". "Authors", because of its connotations in Ontario French programs, seemed inappropriate and inadequate for describing the great variety of reading activities which students should experience from the Junior Division on.

Many of the activities used to develop the listening and speaking skills provide a logical introduction to reading. The songs and rhymes included in the program for younger children can be used to introduce the study and enjoyment of poetry. The study of plays should be a continuation of the dialogues, skits, and

dramatizations introduced early in the learning sequence, while the study of the short story and novel should develop logically from early experiences of reading and writing anecdotes and short compositions.

As the program of reading for meaning and appreciation develops, a balance should be achieved among the genres: poetry, drama, periodicals, short story, and novel. Certain genres may be stressed more than others according to the tastes, interests, and aptitude of both teachers and students, but no genre should be wholly neglected.

Until Grade 13 a balance should be maintained between French Canadian and French readings. In the Senior Division readings from other francophone countries may be introduced. In the second credit of Grade 13, the balance of genres and the sources of the material may be left to the discretion of the teacher and the academic orientation of the students.

When choosing reading materials, teachers should keep in mind both the literary and linguistic gains their students can make from the study of the works. Teachers are advised to consult the Resource List for French Core Programs, Kindergarten to Grade 13 when making their selections. To help teachers select appropriate works for their students, the division and background hours of French for which each work is suited are included in the Resource List.

Because of the variety of possible starting points for French, is is essential to consider the number of hours of French accumulated by the student when selecting reading material for instructional or independent use. Throughout the reading program, students should be encouraged to read appropriate material independently, and after 600 hours some students should be reading largely unedited texts with the aid of a dictionary. The development of dictionary skills is an essential preliminary to independent reading. This will permit greater use of magazines and newspapers to introduce topics of current interest to the program.

For students with advanced reading skills, a program can be devised centring on one theme or genre. The listening, speaking, and writing components essential to a balanced program can be largely derived from discussion and written assignments related to the works chosen. In such a program individual students may read different works. Possible themes and genres include:

- the modern French Canadian novel,
- French theatre since 1945,
- modern Quebec theatre,
- the African novel in French,
- literature and the media: radio, television, cinema, or
- various genres centring on a theme such as love, death, time, children, city life, revolution, loneliness, exile, or the family.

Techniques are suggested for two phases of the reading program: presentation of the material in class, and follow-up activities suitable for individual, group, or class work. Those techniques which are suitable for most genres are listed first in each phase; techniques appropriate to a specific genre are identified later as they occur.

Presentation of the Material

. The teacher may give a partial résumé of the content to arouse interest, ask personalized questions based on a parallel situation, and introduce new vocabulary.
. A picture, diagram, overhead transparency, or an item of realia may be used to set the scene and involve students in discussion.
. Students who are beginning an instructional reading program will benefit from careful guidance by teachers in the early paragraphs and/or pages of a story or novel. Although teachers will have chosen material which presents a minimum of lexical and structural difficulties, students will require a great deal of initial support if they are to become confident, proficient readers.
. A few key questions provided in advance will help students to find their way through new material, by focusing their attention on events or ideas essential to comprehension.

. As the teacher reads through the material with students, content questions should be asked to check comprehension; questions dealing with syntax and structure should be asked only when a particular problem is encountered which inhibits comprehension.
. For variety, a recording by the author or artist, by a native speaker, or by the teacher will serve to introduce or present reading material.
. As students' reading ability develops, they will need less introductory help. They should be trained to take risks in reading: to make initial inferences, judgements, and assumptions, and verify or correct them as they read further.
. Except with beginning students, it is inadvisable to read every page aloud in class. Class time should be devoted to discussion of passages crucial to the understanding of the plot, characters, or main ideas. Through questioning, teachers can review the context leading up to and following these key passages. Reading extended passages aloud is appropriate for plays. In most other cases a paragraph or two read aloud by students or the teacher is sufficient to focus attention on particularly significant passages or to provide a change of pace.

- Students should become increasingly responsible for preparing reading material for class on their own. Groups of students can prepare both vocabulary and content questions on a section for the whole class. In dealing with a novel or play, each group of students can be responsible for one chapter or act.
- From a title or topic sentence, or after reading part of a story, novel or play, students can be asked to predict what the content will be. As they read further, they discuss any changes of opinion.
- Students can develop a chart to plot the action graphically. This technique is suitable for novels, especially mysteries, and for plays. Characters, sub-plots, clues, and motives are added as they appear. From time to time, the class discusses possible outcomes.
- To prepare a meaningful section of a novel or play - a chapter or an act - students will need to receive advance notice of the assignment and to be freed for that time from their other homework assignments in French. Other activities that do not require onerous homework assignments, such as poems, articles, or sight passages, can be planned for classroom periods to allow students this preparation time.
- One novel or collection of short stories should not provide the only instructional reading for an entire year.

- Skits or plays should be acted out in class, not merely read. Students can prepare for presentation in small groups.
- Occasional videotaping of student performances permits later viewing and discussion, which can replace other coverage of the material. This provides students with an incentive to create a polished presentation.
- If a film, audiotape or videotape based on the material exists, some segments of the work covered by these means can be used to provide variety, or the entire production can be presented after the students have finished reading the work. Presentation of a professional production before students have dealt with the work limits their interpretation excessively.

Follow-up Activities

- Students can use selected lexical and structural items in new contexts. Through recombination of vocabulary and structures, they can personalize some elements of the reading program.
- Students can prepare a résumé of a chapter in a novel, or a scene in a play. A series of logically sequenced content questions might be used to develop the essential framework; connectives and subordinating expressions supplied by the teacher could help students to create a smooth-flowing paragraph.

. Students can change, either orally or in writing, the ending of a story, play, or novel. Group work on this type of activity is useful, as it permits several groups of students to prepare and compare different endings.

. Selected incidents or descriptions can be rewritten from another point of view. Students can retell the incident through the eyes of another character in the story, or write an incident as a news report, a letter, or as an entry in a diary. These retellings involve changing tense and person.

. Students may rewrite the material as another genre. A narrative passage can be turned into a dialogue, a short story can be changed into a play, or a chapter of a novel can be adapted as a radio play.

. Advanced students can write a review of a play or novel from the point of view of a critic who has viewed the opening performance or read the book.

. Advanced students might be asked to read another work by the same author independently, report on it in class, and perhaps use the material they have developed as the basis for a short essay.

. Teachers should encourage students to write their own poetry. This activity can begin fairly early using form poems such as the acrostic, cinquain, diamante, or Haiku, or supplying a series of expressions relating to a theme to be combined into a poem. Couplets, quatrains and free verse can also be attempted.

. Individual students may wish to develop an audio-visual presentation of a poem or a passage from a play or a prose work which could include taped background music to set the mood, voice-over recording of someone reading, and suitable pictures or slides to illustrate the content.

5. Writing

Writing skill, like speaking, is best developed through a series of carefully sequenced activities. Many activities and exercises used in developing speaking skills can also be used to develop writing ability. There are, however, several differences between the two productive skills. Speech usually takes place in a social context in which other people are present; writing is an activity which frequently takes place when one is alone. In the context in which speech occurs, immediate response to some sort of stimulus is required; writing seldom requires such an instantaneous response. There is time for searching out the correct words and forms. Some students may feel more comfortable when asked to do a written exercise than they would if asked to participate in an oral exchange in front of the class. Students and parents may perceive written assignments as more serious, important activities than oral assignments; there is a concrete product which can be handed in for evaluation and which can be re-examined and kept for future reference. Techniques presented in this section include transcription, dictation, guided, co-operative, and personal writing, and translation.

Transcription

- Once recognition reading has been introduced, students can begin to transcribe known contexts.
- Students can seriate a set of word cards or sentence cards and then transcribe them.
- Young students can transcribe known vocabulary items,

sentences, and short dialogues, and then illustrate them.

. Students can label pictures or illustrations which they have created or which have been dittoed by the teacher. This labelling can be done initially by transcription, later from dictation, and finally by filling in blanks.

. Students can fill blanks in sentences from a given list of known words.

Note: Teachers will find many suggestions for teaching spelling in Spelling: A Communication Skill, one of the support documents to The Formative Years. Although this document treats spelling in English, many of the techniques suggested are adaptable to teaching spelling in French.

Dictation

. Dictation of known vocabulary and structures begins once students are competent at transcription.

. Dictations do not have to be long to provide practice or assessment; single words in a dictée à trous can be enough to indicate student progress in spelling.

. Dictation of words in a context is more helpful to students than dictation of isolated words or short expressions.

. The dictation of an extended passage tests students' ability in several aspects of the language: listening comprehension, auditory memory, knowledge of grammatical patterns, and knowledge of sound-symbol relationships. These aspects should be taken into consideration when a marking scheme is devised.

Guided, co-operative, and personal writing

When students begin expressive writing in French, they require careful training in organization, in choice of structures and vocabulary, and particularly in formulating their ideas in French rather than English. Teachers should use a variety of guided composition exercises to ensure that students have early opportunities opportunities to develop skill and confidence in expressing their ideas within the structures and vocabulary they know, and that they learn how to organize their thoughts in French to produce a coherent piece of writing.

The simplest guided writing exercises can begin soon after students are proficient at transcription. They should not be long delayed once students are in the Junior Division. Some suggested activities are:

- composing a sentence on a model;
- completing part of a sentence following a pattern;
- recombining orally mastered or printed dialogues or narratives;
- forming a paragraph from a series of dehydrated sentences;
- composing a form poem from a given set of lexical items;
- writing a dialogue from a narrative passage, or vice versa;
- forming a paragraph by connecting the answers to a series of sequential questions;
- seriating a set of picture cards based on selected structures and vocabulary taken out of several units, and composing a paragraph based on their picture story;
- completing a dialogue for which only one speaker's utterances are given;
- writing a résumé after listening to an anecdote or description.

Some of the skills to be developed in this stage, as a preparation for personal writing, are:

- judicious addition of adjectives and adverbs to short contexts;
- appropriate use of connectives, such as puis, alors, and donc;
- construction of topic and concluding sentences.

One way to develop these skills is to supply passages from which the modifiers, conjunctions, and topic and concluding sentences have been omitted, and have students fill them in.

Before students are asked to produce examples of personal writin themselves, they should have ample opportunity to develop passages co-operatively. Teacher and students work together on a topic in class, and then students, in pairs or small groups, develop this topic into a paragraph or short composition. The teacher writes in point form on the chalkboard structures and vocabulary related to the topic which are suggested in a brainstorming session. The class decides which of the items may be grouped; extraneous items are deleted. The groupings are then organized into a plan for a composition. Another technique frequently used to develop co-operative writing consists of giving pairs or groups of students a series of pictures or, later on, a single picture, to describe in complete sentences.

Only after several co-operative efforts should individual students be required to write a short personal composition. One of the advantages of assigning short compositions is that the students will have more frequent and less intimidating opportunities to write on a variety of topics; another is that teachers will be able to evaluate students' work more frequently. Teachers should encourage students to proofread

their own work, and to work with a partner in the editing of written compositions. When correcting, teachers can simply underline errors and indicate in the margin the type of error, using a set of symbols previously explained to the class, such as ≠ to indicate lack of agreement, or T to indicate incorrect tense.

Occasionally students should correct and rewrite their composition, and resubmit it for evaluation.

The mark assigned for a composition should take into account ideas, organization, introduction and conclusion, originality, variety, choice of words and expressions, grammar and spelling. Because the objective is to encourage students to express their own ideas, the weight of the evaluation should not be on grammar and spelling. These elements can be evaluated in different areas of the program. Perhaps 10% could be allotted for grammar, and 10% for spelling; although every error would be indicated, students could not lose more than 10% of the total mark for either grammar or spelling. Papers with an inordinate number of grammar or spelling errors should definitely be corrected, rewritten, and resubmitted. The teacher should note the type of error being made and if a large number of students is making the same type of error, general class review of those points is in order. Students should be encouraged to keep track of the types of error found in their work; if similar errors are found repeatedly, self-organized review, consultation with the teacher, or some other form of remedial work is indicated.

A suggested grid for the evaluation of personal writing follows.

NOM: COURS/ CLASSE:

DATE:

TITRE DE LA COMPOSITION:

CONSIDERATIONS	TOTAL POSSIBLE	NOTE REÇUE	COMMENTAIRE GENERAL
Idées	15		
Organisation/ développement des idées	10		
Paragraphe d'introduction et de conclusion	5		
Variété (phrases, vocabulaire)	5		
Grammaire	5		
Vocabulaire (emploi des mots et des expressions connus, authenticité)	5		
Orthographe	5		
TOTAL	50		

Translation

Translation exercises should be avoided with beginning students and with students who have not yet reached the stage appropriate for generalizations. They risk reinforcing any latent tendency to use English as a starting point for expression. Limited pattern translation can clarify structures where there is interference between French and English, such as the depuis structure or the compound tenses of devoir. Translating a short series of English sentences patterned closely on a model translation will give students confidence in using the French structure. Senior Division students who began French in the Primary or Junior Division might translate short paragraphs which flow normally and do not contain an unnatural concentration of structural and lexical difficulties.

6. Teaching Structures

a) At the pre-generalization stage:

To help pupils achieve mastery of structural patterns at this stage, the following principles should be observed.

. New patterns should first be introduced in situations involving real communication in the classroom.

. The contexts in which the patterns to be learned are presented should be as clear and unambiguous as possible.

. While imitation and repetition of a model given by the teacher are basic to the acquisition of new structures, pupils must have ample opportunity to apply the new structure as soon as possible. This is one way of verifying comprehension.

. The time devoted to the various steps of the lesson must be carefully planned. In a 40-minute period, for example, presentation of new material should occupy no more than 20 minutes. The remaining time should be spent leading up to this presentation, applying the new material, or participating in some other activity. For young children, a manual activity, game, or song could be the application. In any case, the whole class should be involved in the activity.

. The order of activities should be varied from day to day. As more skills are added, greater flexibility is possible, and a predictable routine is avoided.

. Visual aids should be clearly visible from all parts of the classroom, and should have a specific focus.

A sample lesson plan for pupils at the pre-generalization stage is included as Appendix A.

b) At the conceptualization stage:

In addition to some of the techniques outlined in the previous section which might still be appropriate at this stage, the following principles are suggested.

. Teachers should be sensitive to the different rates and styles of learning among their students, and should not always strive for mastery of a new structure by the entire class in an initial presentation.

. While teachers should avoid needless use of terminology, students should gradually acquire a body of basic terminology in French to permit them to understand and discuss the parts of the sentence and their relationship within the sentence.

. The grammar lesson should focus on one specific difficulty at a time. The teacher should isolate the topic, eliminating in presentation any unnecessary complications. Examination of exceptions or points of interference should be postponed until the regular use of the structure has been fixed. The teacher should anticipate points of interference and take steps during presentations to minimize problems.

- The inductive method should be employed most frequently. Until the end of the Intermediate Division, grammatical analysis should follow oral use of a structure. Through a skilful series of questions and examples or creation of a real communication situation, the teacher can lead students to use a new structure orally before they have analysed it.
- In order to take advantage of previously acquired knowledge, the lesson should proceed from the known to the unknown. The lesson should begin with a review of previously acquired knowledge essential for the comprehension and acquisition of the new structure. Ideally there will be a cyclical study of a series of inter-related structures, often occurring at different grade levels to assist students in assimilating structures and generalizations and maintaining them.
- Examples should be simple and carefully chosen. They should contain no new vocabulary and no inherent difficulties not relevant to the current task. Parallel sentence structure should be maintained in the examples to highlight the pattern.

A sample inductive lesson plan at the conceptualization stage is included as Appendix B.

7. Teaching Culture

A great deal of cultural information is transmitted incidentally as part of the regular program. The experience of being in French class day by day should be an acculturating process to some degree. From time to time, however, the teacher may wish to focus the students' attention on a particular topic or activity of a cultural nature. Since the culture of present-day French Canada is to a large extent very similar to the cultural background of many of the students, and since, at least in the Primary and Junior Divisions, similarities rather than differences should be stressed, some of the suggested techniques will be more suitable for the Intermediate and Senior Divisions. Some possible techniques are:

a) Cultural aside:

This is simply a brief comment on the target culture, delivered by the teacher when a particular item of cultural information is relevant. In speaking of snacks, for example, the teacher might observe that in some parts of French Canada, maple syrup would be served with doughnuts.

b) Deliberate cultural comparison:

Very short descriptions (culture capsules) are prepared which discuss <u>one</u> characteristic aspect of the first and second cultures. This aspect is first described as it exists in the native culture,

then the aspect is described as it exists in the second culture. Differences are pointed out, and there is generally some type of follow-up activity which involves discussion or further research by the students.

c) Minidramas or miniskits:

Students incorporate aspects of the target culture (through gestures, actions or props) as they act out selected situations. For example, to act out a shopping trip in France, they might carry a string bag or shopping basket. Many saynètes or dialogues that form part of many published programs can be considered in this category. Students should be encouraged to use appropriate actions as they perform. Using a video-tape recorder would be very helpful in showing students the progress they are making in this regard.

d) Visual aids and realia:

Photographs, films, filmstrips, and slides add the visual dimension to the students' comprehension of the other culture. Photographs and posters, as well as teacher- or student-created visual aids may be used for bulletin board displays in the classroom, or for special displays in other parts of the school. Neighbouring schools can rent films on a co-operative basis, and students can be transported to a centrally-located school. Items of realia owned by the teacher or students can be used to stimulate interest, provide discussion, and broaden understanding. Such items are very helpful in teaching vocabulary.

e) Audio aids:

Records, tapes and some modules can be used to develop listening comprehension, and also to provide students with authentic examples of a wide variety of French speech, music, and songs. One type of module that has been recently developed is the audio-motor unit. Students listen to a taped set of commands in French, observe the teacher perform the requisite actions, and subsequently demonstrate their comprehension by performing the commands themselves. These units generally contain vocabulary which transmits cultural information. Normally such a unit would require no more than 10 minutes of class time.

f) Newspapers and magazines:

These are good sources of current information about culture. They add interest and authenticity to the French class. Back issues of newspapers and magazines are frequently excellent sources of pictures for teaching purposes or for projects and displays.

g) Radio and TV:

It is frequently inconvenient or impossible to make use of live broadcasts in the classroom. Audio- or video-taped programs, however, as well as being excellent vehicles for developing language skills, can be used to present many aspects of the target culture. Many programs are available through O.E.C.A.

h) Activities:

Through co-operation with other departments in the school, culture-related activities can be extended beyond the French classroom. In co-operation with the Physical Education and Music Departments instruction in folk dancing and singing can be arranged. The Art Department could permit students to assist in the preparation of visual material and of sets and props for dramatic presentations. Students of French and Art might be encouraged to develop art projects on French themes.

Cooking, both in and out of class, is another way of introducing students to the other culture. There are many simple recipes, such as crêpes, fèves au lard, and soupe aux pois, which can be prepared, either entirely or partly, right in class. Other, more complex dishes, might require the co-operation of the Family Studies Department or else partial preparation at home.

i) Analysis of cultural misunderstandings:

When students have begun to be aware of cultural differences, they can heighten their awareness through materials designed for small-group or individual use. One of the terms used for such materials is "cultural assimilators". In format, the culture assimilator is a lengthy multiple choice task. A paragraph describes a situation in which representatives of two cultures have a misunderstanding. Following the paragraph, students find three or four possible explanations as to why the misunderstanding took place. All of the explanations should seem reasonable, though only one is

correct. Students choose the one they think best explains the situation, and then turn to the answers. Both the correct answer and the reasons why the alternatives could not be correct are listed.

j) Community resources:

Native speakers from the community or exchange students can be invited to present and discuss certain aspects of culture with students or to lead small groups in conversation. Where they exist, commercial and institutional resources should be exploited. Tours of galleries and museums with a French guide can sometimes be arranged. Theatres and movie houses may offer special rates to groups of students when a French play or movie is being presented.

k) Pen and tape pals:

Contacts with individual students or with classes in Francophone schools are an ideal way of developing interest. Audio- and video-tapes can be exchanged with classes while students are still at the pre-reading and writing stage. Such tapes are very useful as a preliminary activity to a visit to the other community.

l) Trips and excursions:

These are probably the most convincing and authentic way of showing students what the other culture is really like. A great deal of preliminary planning is necessary; if possible the teacher should undertake a "dry run" of the trip prior to going with the students. Numerous organizations exist which assist teachers and students in arranging

exchange visits and other types of excursions.

m) Holiday tours and language programs:

Opportunities for both recreational and instructional travel are increasingly available. Some board-sponsored summer programs are held in various Francophone areas. Older students might qualify for a Summer Language Bursary Program, which would give them the opportunity of studying French at a Francophone institution in Canada.

8. Grouping Procedures

a) Rationale for Grouping in the French Classroom

Teachers of French are faced with public expectations for increased mastery by students of all language skills. They are making a conscious effort to adapt programs to the abilities and needs of individual students, and are seeking varied methods of instruction. One important method which has been enjoying increasing success is grouping within the language classroom. Once class management routines are established, grouping can be used effectively in almost any class to permit variation of assignment, level of difficulty, or space. It provides necessary variety in longer class periods.

Grouping offers the following advantages:

. increased active participation of all students,
. increased oral participation,
. increased student-initiated response,
. increased teacher time for individiuals,
. increased rapport among students, and between teacher and student,
. more opportunities for remedial work,
. increased opportunities for students to develop a specific language skill,
. increased opportunities for students to work on aspects of the program of particular interest to them,

. increased opportunity for reinforcement of teacher-presented material by application in a variety of group activities,
. increased confidence for students hesitant to participate in whole-class activities,
. increased opportunity for students to learn at their own rate (within limits); students may try criterion-referenced tests more than once until they reach the specified level of achievement,
. development of improved work habits,
. development of co-operation and sense of leadership, and
. development of students' sense of responsibility.

Grouping should not be the sole arrangement used in a class. When it is used, it should be with a specific purpose. Depending on the current objective, it may be employed in various combinations: for part of a class period, for several days in a week, for the duration of a particular unit of work, or for longer periods of time. Programmed materials can provide the opportunity for some students to work at their own pace with little supervision while others are in groups. The sequence of steps the student must follow to complete a given task must be agreed on at the outset.

Students can work alone or in small groups on independent reading, projects, and research. It is sometimes possible to allow students engaged in independent study projects to spend part of their scheduled time in the school resource centre, or in the community, depending on the nature of the project.

To use grouping effectively, a teacher must plan very carefully, revise as necessary, and vary the composition and activities of the groups.

The following sections outline possibilities for types of groups, provide suggestions for introducing grouping, and offer solutions to potential problems.

b) Types of Groups

Pairs

Groups of two are the simplest and most common form of grouping; such groups can be used for:

. oral questions and answers,
. drills, one student giving the cue, the other responding,
. preparation or learning of dialogues and skits,
. preparation of answers to questions on material read.

The students can be taught to exchange the teacher-student roles in such pairing.

Small groups

i) Grouping by interest, by ability, or by task:

. Groups can be formed for discussion of current events or issues.
. Groups may research a topic for presentation to the whole class.

. Groups may pursue special interests in reading and writing

. Alternative assignments may be given based on the same material. Students may be grouped according to their ability to handle an assignment at different depths.

. Grouping of students for conversation may be based on either ability or interest. In some cases, a student could lead a group discussion on a topic related to the current unit of work. In others, students could develop conversation skills by answering and discussing questions prepared by the teacher. Students might prepare a list of questions they would like to ask their peers. Senior students or language monitors may be available to assist the teacher with such groups.

. Students may need or wish to give extra attention to a specific language skill. Teachers can plan appropriate activities for groups in listening, speaking, reading, or writing.

. When grouping by task is used, each group of students might work on a specific task for a period of time and then rotate until each group has completed all the tasks. The teacher specifies the minimum amount of work to be completed within each task, and can provide extra reinforcement or enrichment materials for students who need or want extra work on a task.

. No one single form of grouping should be used exclusively. Although ability groupings may form naturally within a class when groups are set up to handle specific problems, or when reinforcement or enrichment work is assigned, teachers must be sensitive to the danger that certain students may feel that they are always relegated to the lowest ability group. Students may group themselves by ability when given the opportunity to choose their own activities.

ii) Split-grade grouping:

This form of grouping is appropriate only after students have learned how to read and write, and may be the only way to deal with the problem of teaching students from two grade levels simultaneously.

iii) Grouping for special purposes:

For certain activities, such as games, debates, and contests, it may be desirable to divide the class into two groups. Sometimes one half of the class may prepare an activity that will later be presented to the other half.

Large groups

Two or more teachers in a school or department can meet with more than one class at a time for presentations

such as the showing of a movie, or the performance of a musical or dramatic troupe. It is sometimes possible for one teacher to supervise as many as three classes watching a film, for example, while the other two teachers work with individuals or small groups of students withdrawn from the combined classes for a special purpose, such as conversation practice, or intensive remedial work.

c) Concerns, Problems, and Suggested Solutions

. There will inevitably be an increased noise level. Teachers and principals must be prepared to accept a productive noise level in the classroom as groups practise aural/oral skills and prepare projects and presentations.

. Pronunciation, grammar, and vocabulary errors may go uncorrected. Teachers cannot be everywhere at once; inaccuracies will be left unchecked. Students should be encouraged to correct each other. Teachers should recognize the value of students' attempting to express themselves in groups; grouping provides more opportunities for individual oral practice for every student than does whole class instruction. Teachers can correct their expression at appropriate times. When working with a group, they can correct errors as they arise. When circulating among groups, teachers should note the types and frequency of errors. If individual students

are making distinctive errors, these should be corrected in individual interviews. If several students are making the same type of error, teachers should correct through whole class instruction and drill.

. Teachers fear that students will speak more English than French while they work in groups. A clear expectation that groups will work in French must be established. In order to get the students thinking in French, teachers should regularly devote a portion of class time to French conversation, free discussion, questions and answers, and skits. If teachers select tasks judiciously, define them clearly, indicate carefully the step-by-step progression through the task, and provide the essential vocabulary, students will be able to work in French.

. Some students may not complete assigned work on time. Group and individualized learning will at first involve some trial and error in the selection of learning techniques and timing of tasks. The teacher can minimize confusion by detailed planning of the work to be covered and by tracking the students' progress through the various tasks. It is essential to keep up-to-date records of the students' completion of learning tasks, checking regularly that they are advancing at a reasonable speed.

If groups are working on a unit, a definite time-line should be established within which the students will have completed subsections of the work. Teachers should outline the

necessary work for each step of the unit and provide a criterion-referenced test for the end of each step. If students do not reach the required mastery level, they may take as many as two retests as long as this is done before the deadline for the whole unit is reached. Teachers may provide time in class for retests or may indicate a specific time outside of class when students may take make-up tests. Generally there should be a norm-referenced test after each unit, and deadlines for the unit test should be rigidly observed.

. Gifted students may finish a unit very quickly. Teachers must consider incentives for these students so that they can obtain bonus marks for doing extra assignments. They may want to pursue a topic in greater depth, or devote their time to independent reading or research related to French. They may also be able to help some of their classmates who are encountering problems in working through the unit and thus consolidate their own understanding.

. If too many students delay the writing of the criterion-referenced tests as long as possible, they may not be ready for the unit test. If teachers are using grouping with more than one class, this can also create workload problems. Allowing students to take the interim tests when they believe they are ready enables teachers to mark and return tests almost immediately. Teachers must judge sensitively when students need advice and prodding in order to complete work in a reasonable amount of time.

. Teachers will have to devise special strategies for students who do not achieve sufficient mastery. Those who consistently score below the set level of mastery may be allowed to negotiate an individual level of mastery with the teacher. This decision will affect the summative evaluation of their achievement.

. Weaker students may try to take advantage of brighter students by copying or borrowing their assignments and tests. Teachers should encourage peer assistance and tutoring, but they must find ways of preventing better students being coerced by peer pressure into sharing with slower students work they have completed earlier. Teachers can keep a file for each student. After each test or assignment has been corrected and discussed, teachers might place completed work in a file and retain it until all students have done that assignment.

d) Initiating Grouping

Teachers who wish to initiate grouping procedures should plan the transition from full-class instruction to group work very carefully. The teacher should organize materials and procedures to facilitate the students' tasks, and remain available to help students at all times. Instead of being the dispenser of knowledge and the centre of the classroom, the teacher will direct learning from the background. The teacher should take time to explain to the class how the unit of work will be handled. The teacher and class together discuss student roles and responsibilities. The students must understand that they have to display self-discipline and accept some responsibility for their own learning. They will decide when they are ready to take tests, and whether they need extra help or assignments. Procedures should be written out, posted in the classroom, and distributed to each student.

In any school year or semester, grouping should be delayed until teachers have had time to become well acquainted with their students and have assessed the students' learning habits. Teachers who are trying grouping for the first time should choose one part of the course that they think particularly lends itself to this approach, and develop the necessary worksheets for it.

The demands of setting up a group-work assignment can be greatly reduced if several teachers using the same program work together on the unit. They can co-operate to develop tests and supplementary materials for gifted and remedial students. Having several contributors will add variety of approach.

It is essential that students know precisely what they are expected to know when they complete each task, how they are to go about it, and the level of mastery that is expected of them. Teachers will avoid endless explanations of the tasks, if they learn to draw up precise objectives and procedures for each step of the unit. These include:

. the time limits for completing the various steps of the unit;
. the standard of mastery the student hopes to attain;
. the number of times students can rewrite tests;
. the number of bonus points per week the student may work for;
. the possibility of replacing or supplementing certain tasks with a special project;
. the final grade the student hopes to attain if all work is satisfactorily completed on time.

The teacher provides material necessary for:

. requisite knowledge for beginning the unit;
. optional review to be completed to a specified degree of mastery;
. meeting objectives for skills and content to be covered in the unit, for example, vocabulary, listening, speaking, reading, writing, grammar, and culture. The learning steps for each objective, method of evaluation, and the deadline for completion of each objective would be indicated;
. projects and assignments related to the skills and content of the unit which could be attempted within a certain time limit for bonus marks. The number of bonus marks each one would be worth, and the method of grading would be included.

Many teachers have used certain aspects of grouping, such as practice in pairs, as a part of regular classroom procedure. It should not be difficult, therefore, to extend the use of grouping. Teachers with the students' help should systematically evaluate the effectiveness of the grouping procedures, and revise and refine where necessary.

Advantages of Clear Procedures and Timing

- Once procedures have been established and the tasks are under way, the teacher will have extra time to:
  - work with individual groups;
  - interview students for remedial or testing purposes;
  - help individuals with specific steps in the unit;
  - advise students on study habits;
  - discuss test results individually;
  - react on a one-to-one basis to students' oral presentations.

- Since plans are usually established for an extended period of time, everyday interruptions are less likely to destroy the continuity of an activity.
- Absenteeism is a less serious issue, since students have in advance the outline of the work they are to complete, and have agreed to complete the necessary work within the terms and time limits set.
- Because individuals write tests when they feel they are ready, the teacher can mark the tests almost immediately, and return them to the student, sometimes within the same period. Students receive immediate reinforcement for their work, and can discuss errors with the teacher while the preparation for the test is still fresh in their minds.

e) A sample week's timetable based on grouping by task.

Monday: a) Teacher presentation of new material to whole class. The instruction may focus on a new grammar point, a reading passage, or new vocabulary.

b) The teacher explains the tasks, hands out the work sheets, and breaks the class into groups. The groups may be established on the basis of specific skills, ability, or activity.

Tuesday to Thursday:

Students work on tasks for a given period of time, rotating from centre to centre until all tasks are completed. The teacher also moves from group to group, ensuring that tasks are proceeding on schedule, and assisting where necessary. Students who finish tasks early tutor others, or are given supplementary assignments, perhaps for bonus marks.

Friday: Part of the class time should be devoted to testing; remaining time could be taken up with remedial or supplementary work. Formal or informal evaluation of work completed to date should take place. If the tasks are particularly demanding, group work might continue into the second week, but some assessment of progress should be made at the end of each week.

f) Teaching by Contract

Once grouping procedures have been established in a classroom, teachers will find it easy to draw up a special, more detailed contract on a unit for an individual student which the student, and sometimes parents, signs, agreeing to meet the terms. This technique can establish a firm expectation and commitment for students who have been neglecting regular work.

g) Grouping and Classroom Management

Grouping will be effective only if the teacher can maintain class control while it is used. Some suggestions for managing groups follow.

. If part of the class period is to be devoted to group work, the rosters of the group and their tasks can be posted on the bulletin board so that the students can check it when they enter the classroom.

. Seating plans should be prepared, and procedures for the language laboratory or listening posts should be clearly outlined.

. The teacher should encourage students to ask questions privately during group teaching whenever possible. Students can also write out and hand in questions which will be answered at the start of the next class.

- The teacher can designate students to be in charge of collecting and returning homework assignments.
- Audio-visual equipment should be set up before the arrival of the students. Examples or lesson outlines should be on the chalkboard or on transparencies ready for the teacher to use.
- If classroom furniture needs to be rearranged, the teacher should have the first students to enter the class perform this task. At the end of class, the furniture and equipment should be returned to their original places.

9. Resources and References

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Journals and Reviews

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Canadian Modern Language Review/Revue canadienne des langues vivantes.	Business Manager, 4 Oakmount Road, Welland, Ont. L3C 4X8
Foreign Language Annals.	ACTFL, 2 Park Avenue, New York, N. Y. 10016
Le français dans le monde.	Livres, Revues et Presse, Inc., 4435, bd. des Grandes Prairies, St. Léonard, Québec. H1R 3N4
The French Review.	Executive Secretary, AATF, 57 East Armory Ave., Champaign, Ill. 61820

Modern Language Journal. Professor Richard S. Thill,
Dept. of Foreign Languages,
University of Nebraska,
Omaha, Nebraska. 68101

Répertoire des ressources artistiques franco-ontariennes, 1977. (published annually).

Bureau Franco-Ontarien,
Conseil des Arts de l'Ontario,
151 ouest, rue Bloor, 5^{e} étage,
Toronto, Ont. M5S 1T6
(416) 961-1660

Savard, P. et al. Cultiver sa différence: Rapport sur les arts dans la vie franco-ontarienne. Sept., 1977.

Bureau Franco-Ontarien,
Conseil des Arts de l'Ontario,
151 ouest, rue Bloor, 5^{e} étage,
Toronto, Ont. M5S 1T6
(416) 961-1660

PART IV

EVALUATION

Evaluation is an essential component of curriculum. Appropriate assessment procedures provide information for:

- placement,
- diagnosis,
- student guidance,
- measurement of individual or class mastery of a particular aspect of the course,
- ranking of students in a class,
- comparison of achievement of students in different classes, schools, or areas,
- measurement of student attitudes,
- assessment of the effectiveness of program and instruction.

Principles of evaluation

. Evaluation is an integral part of the instructional process. Its procedures must be directly related to program objectives, and must be derived from the activities the students perform in class to help them attain the objectives. In the objectives section of Part I, the heading under which activities are listed is significant: "Sample Activities for Language Development and Evaluation"; testing strategies must parallel teaching strategies. It is not that every activity becomes a test - some activities for practice and application must precede assessment. It is essential, however, that objectives, activities, and evaluation procedures interrelate.

. The assessment program should reflect the balance of the skills treated. All skills must be evaluated. If the objectives of the program provide for an equal weighting of listening, speaking, reading, and writing skills, then the tests and assessment must be weighted in the same way.

. The teacher should employ a variety of methods to evaluate student progress, and the evaluation should be continuous.

. Evaluation should take into account the students' abilities and developmental level.

. Assessment is a tool to help students and teachers identify those areas of the program in which students are approaching mastery, and those areas which need further clarification and more practice.

  It should result in improved teaching and learning strategies. Teachers should analyse types of error to aid in planning remediation and review. What teachers do after a test reveals the level of their professional skill.

. Because language skills are interrelated, some assessment procedures should involve a combination of skills rather than individual skills in isolation. It is important to be aware of the skills measured in an assessment procedure, and to reflect their relative importance when developing the marking scheme.

Approaches to evaluation

To gather data which will result in sound decisions, the assessment instruments used must be carefully chosen. The information required, the person who requires it, and the purpose for which it is required should determine the type of test used in a specific situation. Recognized approaches to test design and test scoring are outlined below.

. The Ministry of Education document Evaluation of Student Achievement (1976) suggests procedures teachers may use in evaluation. Some procedures, in addition to regular tests and examinations, that French teachers might find particularly useful are:

- . observation,
- . teacher-student interviews,
- . rating scales,
- . participation charts,
- . student self-evaluation, and
- . checklists.

For a fuller description of these procedures, refer to the document.

. Formative evaluation

This type of evaluation is done during the course of instruction. Its purpose is to improve instruction and learning rather than to rank or grade students. Its results should be used to redirect the efforts of teachers and students. Responsible teaching requires continuous formative evaluation.

. Summative evaluation

This type of evaluation is based on the assessment of complete units of work. It is usually done at the end of a unit, term, or year and measures student achievement on a significant body of material.

The results can be used to grade and rank students for the purposes of comparison or promotion. Summative evaluation which ranks students is appropriate only when students have reached the Intermediate Division.

. Discrete point scoring

Marks are assigned for knowledge of specific language items, for example, for the agreement of an adjective, for an interrogative pronoun, or for a verb form. Each question or section of a test deals with only one type of item. Such tests can be designed to test for mastery of a specific type of item or to rank students on their ability to manipulate a variety of discrete items from the program.

. General impression scoring

Instead of being assessed on knowledge of specific language items, students are assessed on their ability to communicate ideas in context. The overall impression is measured against predetermined criteria, rather than individual points being marked. This type of evaluation is suitable for assigning grades to oral or written comprehension or expression.

. Criterion-referenced tests

These tests measure the extent to which a specific objective or criterion has been achieved. Students do not compete with each other, but aim for

attainment of the objective. The mastery level required is usually 75% or higher, but is not necessarily the same for all aspects of the program. The criterion level for vocabulary knowledge or use of structures might be 90%; for content knowledge of extensive reading material it might be 75%. Students who attain the prescribed mastery level are ready to proceed to the next phase of the unit of work; those who do not, require review and remediation before trying a retest based on the same material. This type of test should be used frequently, since it is a good indicator of whether students have mastered specific learning tasks. Results help teachers to adjust the rate and techniques of instruction to fit the abilities of the class. Students feel a sense of accomplishment and security because they know they have reached a prescribed level of achievement.

. Norm-referenced tests

These tests are used to rank students; an individual student's performance is compared to that of other students. This is the traditional type of test on which marks may range from very low to very high. This type of test is useful for summative evaluation at the end of a unit, term, or year.

Test items should vary in difficulty. There should be some questions that virtually every student will

answer correctly, and some that present a challenge to even the most capable students. All items should, of course, relate clearly to the objectives and activities of the program.

. Assessment of integrative skill

This type of assessment measures students' ability to synthesize what they have learned and to integrate specific skills into real communication situations. Oral or written production of continuous speech is the most common test of integrated skills. Classroom observation can also be used to assess student progress; it can be sharpened through the use of participation charts and checklists. The Cloze technique and dictation tests measure proficiency in reading comprehension and knowledge of language. Translation of short contexts is another test of this type suitable for Senior Division students who started French in the Primary or Junior Divisions.

When developing a marking scheme for such tests, teachers should allow credit to be given for all the content items and the mixture of language skills involved.

Since communication is the essential aim of the program, some assessment of this type is necessary.

. Class-, grade-, and board-wide tests

The most common type of test is the one developed and marked by the classroom teacher. It has several advantages: it can be designed for the purposes of one class; both teacher and students receive almost immediate feedback; and necessary adjustments in teaching and learning strategies can be made.

At the end of a term or year, grade-wide tests or examinations are used to measure student achievement for promotion purposes. School boards may also develop evaluation instruments to assess student achievement in a specific published program, or student proficiency in the French language. Such tests can provide information for teachers, department heads, and administrators. They are also useful for placing students who transfer in from another area.

Reporting procedures

The results of assessment must be summarized, interpreted, and presented in a form suitable for recording or reporting. These results can be used for:

- . the evaluation of student progress;
- . decisions on student progression to the next grade or class;
- . development or redesign of teaching strategies;
- . communication - to the student,
  - to the parents,
  - to the principal,
  - to the receiving teacher,
  - to consultative staff,
  - to administrators and, through them, to the school board, and
  - to educational or other institutions.

The information reported will vary with the person(s) or institution requiring it. Types of information include:

- . student progress toward the objectives of the program;
- . ranking of students;
- . program effectiveness.

This information can be reported in several ways:

- . anecdotal reports,
- . student-teacher and parent-teacher interviews,
- . grades or marks, and
- . class, grade, and school summaries.

Evaluating Attitudes

An area in which interest is growing is evaluation of attitudes - the affective response to French: the course, the language itself, the people who speak it, and their culture. Attitudes should not be overlooked; students who have positive feelings about French and the French fact in Canada will undoubtedly experience more success in the subject than those who dislike the language or the people who speak it. It is true that the attitudes students are exposed to in the home and community will mold their feelings; it is also true that an enthusiastic and sympathetic teacher, sensitive to student attitudes, and a well-planned program can greatly influence a student's response toward French.

Teachers interested in the evaluation of attitudes will find further information on the topic in the references suggested at the end of Part IV.

The development of attitudes, both positive and negative, toward a subject is closely connected with the students' personal growth as individuals. Awareness of developmental stages will help teachers to respond in the most appropriate way to the changing needs of their students. An outline of child development from ages five to sixteen is included as Appendix C.

Program Evaluation

Data for evaluating programs can be gathered by:

- reading the courses of study;
- examining the materials used;
- observing classroom activities;
- discussing the program with the teachers and students involved;
- reviewing the methods used to assess student achievement

and the results obtained.

Data-gathering in itself does not constitute evaluation. For assessment to be effective, it must lead to decisions and appropriate action.

Criteria for evaluation of a French program are expressed below as a series of statements. The list is not exhaustive. Teachers and other educators can assign a rank of 1 to 5 to each statement, to indicate to what extent the statement is true for the program. Statements which receive a low ranking indicate areas of the program that should be improved.

CRITERIA	PROGRAM RATING	NOT APPLICABLE
	Low 1 2 3 4 5 High	
A. Strategies		
The program:		
. provides opportunities for students to communicate in French.	_____	____
. uses a balance of formal and functional instruction appropriate to the student's stage of development.	_____	____
. leads students from structured content to free communication of their own ideas.	_____	____
. motivates the student to make use of French.	_____	____
. provides opportunities to integrate French with other areas of study.	_____	____

. parallels the fundamental principles of education in all divisions. _____ ____

B. The Student

The program:

. provides for different developmental stages. _____ ____

. takes into account varying learning styles. _____ ____

. accommodates individual student needs, experiences, and interests. _____ ____

. offers a variety in depth, pace, and activities appropriate to student abilities. _____ ____

. satisfies legitimate student curiosity. _____ ____

. includes student-centred learning activities:

  . group work _____ ____

  . individual work _____ ____

. uses audio-visual materials appropriate to the student's level of maturity. _____ ____

. has relevancy for the student. _____ ____

. provides satisfaction and challenge for the student. _____ ____

. allows for needed reinforcement without needless repetition of known material. _____ ____

. provides additional study and enrichment activities when appropriate. _____ ____

C. Language Skills

The program:

. gives priority to listening and speaking in the Primary and Junior Divisions. _____ ____

. introduces reading and writing as support skills at a suitable stage in the student's development, as set out in the Ministry guideline (page 60). _____ ____

. maintains a constant balance between the development of language skills and the acquisition of structure and vocabulary. _____ ____

. provides opportunity for varied application of the skills it includes (teacher-student, student-student, large group-small group, dialogue, narration, balance of genres ...). _____ ____

. encourages an integrated approach to thinking, listening, speaking, reading, and writing. _____ ____

. provides a logical progression from one topic of study to the next. _____ ____

D. Culture

The program:

. presents cultural activities suitable to the language competence and maturity of students. _____ ____

. presents information about the way French-Canadians and other Francophones live and about their frame of reference. _____ ____

. presents a positive image of speakers of French as real people with individual character traits. _____ ____

. depicts contemporary French-Canadian and French culture accurately. _____ ____

. increases the students' sensitivity to and awareness of culture by comparing and contrasting French-Canadian and French culture with the other cultures the students know. _____ ____

E. Evaluation

The procedures for evaluating students:

. use a variety of techniques appropriately. _____ ____

. relate to instructional purposes. _____ ____

. take place at suitably frequent intervals. _____ ____

. make appropriate use of student self-appraisal. _____ ____

. include peer assessment and comment in formative evaluation. _____ ____

. provide needed information

- to the student, _____ ____
- to the parent, _____ ____
- to the teacher, _____ ____
- to administrators. _____ ____

. encourage revision of teaching/learning strategies where necessary. _____ ____

References for Evaluation

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See the following for evaluating attitudes:

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Lambert, W.E. and Tucker, G.R. Bilingual Education of Children. Rowley, Mass.: Newbury House Publishers, 1972.

Phillips, June (editor) The Language Connection: From the Classroom to the World , Vol.9 in the ACTFL Foreign Language Education series. Skokie, Ill.:National Textbook Co., 1977. (Chapter 10:"Assessing attitudinal outcomes").

PRELIMINARY DRAFT

PART V

REFERENCES

1. Reference works for teacher use.
2. Reference works for student use.
3. Miscellaneous reference works.
4. Glossary of terms used in the guideline.

1. Reference works for teacher use:

References on techniques are listed in Part III, and those on evaluation in Part IV. References on language are listed here in three categories: dictionaries, grammars, and texts on pronunciation. The first category is sub-divided into general and special purpose dictionaries.

Notes:

- the letter (C) following an entry indicates that the book is particularly useful for difficulties encountered in Canadian French.
- the symbol * preceding an entry indicates that phonetic transcription is used to indicate pronunciation.

This list is neither prescriptive nor exhaustive; teachers will often have other favourite sources of information. Not all of these books will be found in a French classroom, nor in a Moderns Department reference collection. A representative sample of books from the various categories might, however, form the nucleus of such a collection.

Dictionaries

1. General Purpose:

Bélisle, L.-A. Dictionnaire général de la langue française au Canada. Montréal: Bélisle-Sondec, 1974. (C)

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2. Special purpose:

Bénac, H. Dictionnaire des synonymes. Paris: Hachette, 1956.

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Robinson, S., and Smith, D. Practical Handbook of Canadian French/Manuel pratique du français canadien. Toronto: Macmillan, 1973. (C)

Turenne, A. Petit dictionnaire du "joual" au français. Montréal: Les Editions de l'homme, 1962. (C)

Grammars and commentaries on grammatical problems

Chevalier, J.-C. et al. Grammaire Larousse du français contemporain. Paris: Larousse, 1964.

Dagenais, G. Dictionnaire des difficultés de la langue française au Canada. Québec-Montreal, Editions Pedagogia, 1967. (C)

Grevisse, M. Le bon usage. 8e edition. Gembloux: Duculot, 1964.

_____. Le français correct. Gembloux: Duculot, 1973.

* St.John, H.B., Jones, R.J., and Stickland, W.A. Current French. Toronto: Copp Clark, 1958.

Thomas, A.V. Larousse Difficultés (Dictionnaire de poche de la langue française). Paris: Larousse, 1971.

Pronunciation

*Fouché, P. Traité de prononciation française. Paris: Klincksieck, 1959.

*Léon, M. Exercices systématiques de prononciation française, vols. 1 and 2 with three records. Paris: Hachette-Larousse, 1964.

*Léon, P. Prononciation du français standard. Marcel Didier (Canada), 1966.

*Martinet, A., and Walter, H. Dictionnaire de la prononciation française dans son usage réel. Paris: France-Expansion, 1973.

Taggart, G. Le français parlé contemporain. Montréal: Éditions Aquila, 1972.

Warnant, L. Dictionnaire de la prononciation française. Gembloux: Duculot.

B. Reference works for student use:

Note: Some of the books listed in Section A might be suitable for use by students at an advanced level, or for students with particular interests or special assignments. The works listed in Section B will be of more immediate use to students.

Bélisle, L.-A. Petit dictionnaire canadien de la langue française. Québec: Bélisle Éditeur, 1969. (C)

Didier, M. Mes 10,000 mots. Montréal: Beauchemin-Bordas, 1977.

Dubois, J. et al. Dictionnaire du français langue étrangère, Niveau 1. Paris: Larousse, 1978.

Fonteneau, M. et Poirié, H. Mon Larousse en images. Paris: Larousse, 1956.

Fourré, P. Premier dictionnaire en images (1500 mots). Paris: Didier, 1962.

Gougenheim, G. Dictionnaire fondamental. Paris: Didier, 1958.

Les mille premiers mots de la langue française (A basic vocabulary of the French language). Montréal: Éditions Aquila, 1974.

Marwood, D. Mes 500 premiers mots. Editions Chantecler, 1976.

Matoré, G. Dictionnaire du vocabulaire essentiel (Les 5,000 mots fondamentaux). Paris: Larousse, 1963

C. Miscellaneous references:

In this section two types of reference works are listed:

1. dictionaries and encyclopaedias which are too expensive for school libraries, but which are authoritative references that could be consulted in university libraries to resolve specific questions;
2. books which, because of their nature, do not fit into any other category.

1. Encyclopédie Grand Larousse (10 vols.) Paris: Larousse, 1960-64.

Imbs, P. et al. Trésor de la langue française (Dictionnaire de la langue du 19^{e} et du 20^{e} siècle) 5 vols. parus. Paris: Klincksieck (Montréal: Marcel Didier), 1971.

Larousse/3 volumes en couleurs. Paris: Larousse, 1970.

Robert P. Dictionnaire alphabétique et analogique de la langue française, 6 vols. et supplément. Paris: Société du Nouveau Littré, 1963.

2. Adrienne. The Gimmick: Spoken American and English, 2 vols. Paris: Flammarion, 1972.

Bulletins Diffusion du français. Available from: Office de la langue française, Promotion et diffusion du français, Ministère des Affaires Culturelles, Hôtel du Gouvernement, Québec. (C)

Chaffurin, L. Le parfait secrétaire. Paris: Larousse, 1954.

Etiemble. Parlez-vous franglais? Paris: Gallimard, 1964.

Orkin, M. Speaking Canadian French. rev. ed. Toronto: General Publishing, 1971. (C)

Thérond, M. Du tac au tac. New York - Philadelphia: Chilton, 1955.

D. Glossary of terms used in the guideline

This section is divided into four categories:

1. Organizational terms;
2. Linguistic terms;
3. Pedagogical terms;
4. Brief descriptions of games frequently played in language classes.

1. Organizational terms:

. Articulation - The planned connection between successive grades or divisions of the educational system.

. Curriculum - All those experiences for which the school is responsible.

. Guideline - The curriculum framework, issued by the Minister of Education, within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of the students.

. Level - In reference to courses offered in secondary schools, "level of difficulty." Courses may be offered at one or more levels: the modified level, the basic level, the general level, and the advanced level.

. Module - A unit of time in the school day which may vary in length from 15 to 30 minutes usually. Classes may meet for one or several modules in a flexible system of organization.

. Program - A set of one or more courses. Examples are a student program, a school program, a French program, a Senior Division program, and a summer school program. In the Ministry of Education document Teaching and Learning French as a second language (April 18, 1977), three types of instructional program in French as a second language are described: Core, Extended, and Immersion Programs.

2. Linguistic terms:

. Articulation - The production of, or the movements which produce or modify, the sounds of speech.

. Cognate - A word related to one in another language by having a common source.

. Colloquial language - The language which is used in everyday informal talk, but not in formal speech or writing.

. Communicative competence - The ability to use a language functionally for real communication. This ability entails knowledge of usage.

. Decoding (reading) - The process of translating printed or written symbols into the spoken word.

. Deductive method/approach - Inferring from a general rule or principle; reasoning from general laws to particular cases.

. Determiner - A word belonging to a group of noun mod-

ifiers generally considered to include articles, demonstratives, possessive adjectives, and a few other words such as any, both, several, and whose, that occupies the first position in a noun phrase or the second or third position after another determiner.

. Faux amis - Words which, because of their similarity in spelling to a word in another language may be falsely interpreted to have the same meaning, for example, hurler, lecture, sensible.

. Form class word - A word that fits interchangeably with others in a specific structure. This category includes nouns, verbs, adjectives, and adverbs.

. Function word - A word which does not describe a thing, quality, or action, but which is used only to convey grammatical relationships, such as a preposition.

. Grapheme - The written representation(s) of a sound. For example, the sound [e] in French has at least seven different graphemes: -é, -er, -ez, -et, -ed, -es, -ef.

. Inductive method/approach - Reasoning from particular facts or examples to a general rule or principle.

. Liaison - The pronouncing of a usually silent final consonant joining it syllabically to a following word that begins with a vowel or mute h.

. Mots de la même famille - Words that are derived from

a common root, and which have a semantic association, for example, enfant, enfantin, enfance, enfantillage.

. Passive and active skills - There are four generally accepted language skills: listening, speaking, reading, and writing. Of these, listening and reading are considered the passive skills, and speaking and writing the active skills. It does not necessarily follow that the learner is totally passive while listening and reading; rather he/she is not involved in language production while engaged in these activities. The skills are sometimes described as receptive (passive) and expressive (active).

. Phonemic accuracy - Production of language sounds that does not distort meaning. An utterance is phonemically acceptable if it is comprehensible to native speakers of the language. It is, for example, phonemically inaccurate to say [tu] for [ty], because the two words have different meanings.

. Phonetic accuracy - Production of language sounds that is indistinguishable from the pronunciation of native speakers.

. Receptive and expressive skills - See passive and active skills.

. Sound-symbol relationship - See grapheme.

. Transcribe - To copy in writing.

. Transformation - Altering the form or function of a sentence by the addition or rearrangement of sentence elements.

3. Pedagogical terms:

. Affective - Referring to the feelings; emotional.

. Board games - Commercially-produced or teacher-prepared games that require a printed board on which to play, such as Scrabble.

. Cinquain - A stanza of five lines, composed in the following manner:

Line 1 - one word or phrase: topic (noun);
Line 2 - two words: adjectives describing topic;
Line 3 - three words:action(s) done by the noun;
Line 4 - four words: feeling(s) or reaction(s);
Line 5 - one words:synonym of Line 1.

. Cloze technique/test - A test of reading made by deleting every n^{th} word in the body of a given passage of at least 250 words, and leaving a space in which the student writes the word he/she believes was deleted. The first and last sentences of the passage are left intact to provide a context.

. Comptine - A "counting-out" rhyme used by children, for example, to choose the person who will be "it", as in "Am, stram, gram ..."

. Content questions - Questions based on the thought

content of a given passage, rather than on the grammatical or structural aspects of the passage.

. Cognitive - Pertaining to the mental functioning involved in perceiving, knowing, and understanding.

. Criterion-referenced test - A test in which an individual is assessed relative to a certain standard, rather than to his/her performance relative to other individuals or to an average for a group.

. Dehydrated sentences - Sequences of words which, when organized by the student into proper agreement and word order, will form complete sentences.

. Diagnostic test - An examination intended to determine specific weaknesses and strengths of pupils as a basis for remedial measures.

. Dictée - Dictation, words said or read aloud to be written down.

. Dictée à trous - A passage in which certain words or phrases have been left blank. Students fill in the blanks as they hear the passage being read to them.

. Dramatization - The recasting into the form of a play or drama of a story or other material not already in dramatic form.

. Extensive reading -

1) wide reading, covering much material;
2) reading for main thought rather than for detail or mechanics of expression, usually done with less teacher assistance than intensive reading.

. Form poems - Poems which are composed according to a specific formula, which might indicate the number of syllables, words, or lines, and/or the type of vocabulary to be used, for example, the cinquain.

. Formative evaluation - Assessment which seeks to improve the learning/teaching system by feedback of information from test results which can illustrate the effectiveness of teaching methods, or highlight learning difficulties.

. la francophonie - The French-speaking regions of the world, considered as a whole. Thus France, French Canada, French Africa,and other parts of the world collectively make up la francophonie.

. Guided composition - A technique to develop active speaking and writing skills by requiring the student to create a composition based on given vocabulary, questions, or illustrations.

.Haiku - A Japanese verse form consisting of three lines of five, seven, and five syllables respectively.

. Historiette - A short story, short tale, or storiette.

. Intensive reading -

1) reading confined to a limited amount of material;
2) careful reading with attention paid to details of content, grammar, meaning, mechanics of expression, etc.

. Language experience approach to reading - Making use of individual and group compositions created in class for the teaching of reading.

. Language practice - Formalized drill using vocabulary and structures that have been acquired.

. Language study - The presentation of the language as a strucure and vocabulary system. The student is made conscious of what he/she is learning in a cognitive approach.

. Language use - Integrated functional use of the language for communication.

. Manipulation - Practice in the use of structures or vocabulary in drills requiring replacement or transformation.

. Mastery - The attainment of the criterion level prescribed. Students may acquire either a formal or functional use of the material presented, as necessary.

. Module - A package of material, generally based on a specific theme. It often contains slides, tapes, and/or realia.

. Norm-referenced testing - Testing which seeks to compare an individual performance with normal or average performances for a whole group of similar individuals.

. Personalization - The application of presented material to the individual, designed to help students achieve functional command of the language involved.

. Recognition reading - Reading contexts already learned through listening and speaking.

. Recombination reading - Reading contexts which put together known structures and vocabulary in new ways.

. Role playing - An instructional technique involving portrayal (acting out) of a situation, condition, or circumstance by selected members of a learning group.

. Saynète - A playlet, sketch, short comedy.

. Scrambled sentences - Sentence elements presented as disordered fragments. Students are required to rearrange the elements to produce logical sentences.

. Sight reading - The act of recognizing and understanding words and sentences in meaningful contexts not previously seen.

. Simulation - In learning and training, making the practice and materials as near as possible to a real situation in which the learning could be applied.

. Strip stories - A series of uncaptioned pictures or drawings for which students supply descriptions. Taken in sequence, these descriptions form the outline of a story.

. Summative evaluation - Evaluation at the conclusion of any educational plan or activity to determine the effectiveness of that activity.

. Thematic approach - A teaching approach which organizes subject matter around broad themes.

4. Games:

. Alibi - Two students leave the room and plan an alibi for a crime that has been committed. They are summoned back to the classroom separately and questioned by the class. On the basis of their answers the class must decide which one of them is guilty.

. Baseball - The class is divided into two teams. The students in the team "at bat" must answer questions pitched by the teacher or members of the opposing team. Each question correctly answered represents a one-base hit. When three students have answered incorrectly, their team is out, and the other team takes its turn "at bat".

. Bingo - Varied cards are made up from parts of a set of numbers, words, or pictures. The teacher, or a student, calls out a number or word, and the students whose card contains the item cover the corresponding square on their card. Play continues until a student has covered all the items in one row or perhaps the entire card.

. Buzz/ Attention!/ Alouette - A number between 1 and 9 is chosen. Students then begin counting off in order, and each time the chosen number occurs (as a single numeral, as part of a two- or three-digit number, or as a factor of a number) the student says "Buzz/ Attention!/ Alouette" instead of the number. If a student says the number, he/she drops out of the game, and the following player begins with "1". The pace must be fast, and the chosen number changed fre-

quently.

. Charades - Students, in teams, mime the meaning of a word or expression. They may act out separate syllables, or attempt to portray the meaning of the entire expression, as in the case of a song or book title. The opposing team(s) guess(es) the expression.

. Devinette- Students answer questions in the form of riddles to identify a word or short expression.

. Guillotine/ Le pendu - Students have a set number of chances to identify a word by guessing its letters. A correct guess is entered in the appropriate space. Each wrong guess results in another part of the body being added to the figure being hanged.

. Je fais ma valise - The first player says "Je pars pour ... Je fais ma valise, et dans ma valise je mets ..." Each subsequent player must repeat the whole list of items and add one more item to the list.

. Je pense à quelque chose - The teacher, or a student, asks the class to identify an object he/she is thinking about. The only information given is one identifying characteristic of the object; for students in the pre-reading stage this might be the colour of the object; for those who have learned to spell, it might be the first letter of the name of the object. The students have a limited number of chances to guess correctly.

. Je vois de mon petit oeil - See Je pense à quelque chose.

. Kim's Game - A memory game in which players are shown a number of objects for a limited time. The objects are then covered or removed, and players attempt to remember as many of them as they can. The answers may be given either orally or in writing.

. Kohlberg questions - A teaching strategy widely used in moral/values education. A group of students is confronted with a situation in which they have to make a moral judgement. They debate the alternatives to arrive at a decision. The technique is very useful for encouraging expression of personal opinion.

. Lifeboat - A simulation game in which a group of players imagines that they are in a lifeboat with one remaining space. From a list of names supplied they must select the one person whom they will take on board, and justify their choice.

. Moonwalk - Players must decide which items, from a list provided, they would take with them on a trip to the moon. Only a limited number of items may be chosen, and choices must be justified.

. Mots cachés - Words are hidden in a grid, and students are instructed to find them. The hidden words may be spelled horizontally, vertically, or diagonally, either forwards or backwards. The spaces on the grid not occupied by the hidden words are filled with distracting letters. Students circle the words as they find them, and they may be asked to write a list of the words they have found.

. Oh! Canada - A game kit available free of charge from the Commissioner of Official Languages.

. Qui suis-je? - Students describe an historical figure, a well-known contemporary, or simply someone in the classroom. The other students in the group try to guess the identity of the chosen person. The more guesses required to identify the figure, the lower the score for the person who is guessing.

. Simon dit - Students repond to commands only if the command is preceded by "Simon dit...". If a student performs an action which Simon has not told him/her to do, he/she drops out of the game. A fast pace is essential.

. Suivez la piste - Students are given verbal or written clues which lead to the discovery of a hidden object. Each clue instructs the finder to proceed to another point.

. Tic-tac-toe - Played in pairs. If a student correctly answers a question he/she gets to place an X or O on a grid, three spaces by three spaces. Three X's or three O's in a straight line constitute a game. Each player tries to block his/her opponent.

. Twenty Questions - One player chooses an object or person and tells the group only that the item he has selected is animal, mineral, or vegetable. The other players have 20 questions in which to identify the mystery object or person. Only "yes/no" questions are permitted.

PRELIMINARY DRAFT

A P P E N D I C E S

Appendix A: A sample lesson plan for pupils at the pre-generalization stage.

Appendix B: A sample inductive lesson plan for presenting the present perfect tense in parts of two consecutive 40-minute periods.

Appendix C: An outline of the stages of child development from ages 5 to 16.

Appendix A

A sample lesson plan for pupils at the pre-generalization stage is outlined below.

Objectives: Pupils will be able to name the parts of the head and use the vocabulary in context.

Pupils will be able to use the structures:

. Qu'est-ce que c'est?

. C'est/ce sont le/la/les ... de ...

. Oui/non, c'est/ce sont le/la/les ... de ...

Vocabulary:

Structures: C'est/ce sont le/la/les ... de ...

Oui/non, c'est/ce sont le/la/les ... de ...

New: la tête
le nez
les yeux
la bouche
les oreilles
les cheveux
les sourcils

Known: classroom objects (for review)

Materials: . classroom objects,

. one felt clown's head with removable parts: eyes, nose, mouth etc. (new vocabulary words),

. optional:ditto of clown's head.

Key: T teacher

P pupil

C class

STEP	ACTIVITY	Mini-mum time	Maxi-mum time
1	Review of classroom objects	2	3
2	Introducing new structure with known vocabulary	4	5
3	Presenting new vocabulary and structures	12	15
4	Reinforcement activities: application of new material	15	18
5	Clean-up, putting away materials	4	5

STEP 1 Review of classroom objects

T: Qu'est-ce que c'est? (holds up a classroom object)

P: C'est un crayon.

T: Oui, très bien, Marie. Qu'est-ce que c'est, la classe? (Class answers)

Cette rangée-ce:Qu'est-ce que c'est? (Group and individual work on several classroom objects)

STEP 2 Introducing new structure with known vocabulary

T: (indicating a pupil's pencil) C'est le crayon de Paul. Qu'est-ce que c'est? (repeats answer indicating Paul's pencil) C'est le crayon de Paul. Toute la classe, répétez:(the class repeats) Cette rangée-ci, répétez:(the row repeats, then individuals)

(indicatingJulie's eraser) Qu'est-ce que c'est? C'est la gomme de Julie. Répétez, la classe. (class repeats) Qu'est-ce que c'est, Marc?

Marc:C'est la gomme de Julie.

(The teacher continues pointing out classroom objects that belong to other pupils, using class, group, and individual repetition until pupils are confident using the structure C'est/ce sont le/la/les ... de ...)

STEP 3 Presenting new vocabulary and structure

The teacher puts the clown's head with eyes attached on a felt board, and introduces the clown as a new friend.

T: Voilà notre ami. Il s'appelle Bozo. Tout le monde, dites "Bonjour, Bozo!"

C: Bonjour, Bozo.

T: (attaching the nose) Oh! Regardez le nez de Bozo! Il est gros, n'est-ce pas? Montre-moi le nez de Bozo. (The teacher chooses a pupil to come to the front to touch Bozo's nose.) C'est le nez de Bozo?

P: Oui, c'est le nez de Bozo.

T:Répétez, toute la classe.

C: C'est le nez de Bozo.

The teacher points to the clown's nose, saying "C'est le nez de Bozo?" and asks individual pupils. Then the teacher points to a pupil's nose and says "C'est le nez de Bozo? Non, c'est le nez de Pierre." The teacher repeats the question (referring to Pierre and other pupils), and elicits responses from the whole class, groups, and individuals. In a similar manner, the teacher introduces the eyes, mouth, ears etc., and constantly reviews the other parts:C'est la bouche de Bozo? (pointing to the nose) Non, c'est le nez de Bozo.

Pupils can come to the front of the room and ask the class questions using the new structure and vocabulary.

P:Ce sont les yeux de Bozo?

P: Non, ce sont les oreilles de Jennifer.

At the end of the presentation, the teacher indicates the head and says "C'est la tête de Bozo." (class repeats)

STEP 4 Reinforcement activities:application of new material

1. The class stands. The teacher gives a series of short commands, performing the actions with the commands.

   . Touche-toi le nez.

   . Touche-toi les yeux.

   . Touche-toi la bouche.

   This can lead into a short game of Simon dit.

2. The teacher can begin to teach a song:

   . Savez-vous planter les choux?

   .....

   On les plante avec le nez.

   la bouche.

   etc.

   . Tête, épaules, genoux, orteils

   . . . . .

   Nez, yeux, bouche, oreilles.

   (to the tune of London Bridge is falling down)

3. The teacher may hand out a ditto of a clown's head with the ears, eyes, nose, mouth etc. ready to colour, cut out, and paste on. The teacher circulates asking various children to name the parts they are

working on.

Variation 1

The pupils draw their own clown's head with the teacher, and colour the parts according to the teacher's instructions.

Ce sont les yeux de Bozo. Ils sont bleus.

C'est le nez de Bozo. Il est rouge.

Variation 2

Children who are doing transcription can label a given or drawn picture of Bozo's head, copying the teacher's model on the board or a transparency.

STEP 5 Clean-up, putting away materials.

Appendix B

A sample inductive lesson plan for presenting the present perfect tense in parts of two consecutive 40-minute periods is outlined below.

Objective: The student will learn the formation of the present perfect tense for regular ER verbs, and will be able to use this tense with familiar verbs.

Known Components:
. present tense of avoir
. present tense of any verbs used in the lesson
. all vocabulary used in the presentation

Key:
T teacher
S student
C class

RIOD 1:

STEP	ACTIVITY	Minimum time	Maximum time
1	Review of requisite knowledge	4	5
2	Establishment of concept	3	4
3	Oral introduction of new structure	4	6
4	Oral fixation of new structure	3	3
5	Personalization of new structure	3	4

NOTE: For approximately the first 20 minutes of the period, the class completes other work previously introduced.

PERIOD 2:

STEP	ACTIVITY	Mini-mum time	Maxi-mum time
1	Personalized review of new structure	3	4
2	Isolation of examples for analysis	3	4
3	Inductive analysis of new structure	8	10
4	Oral fixation of new structure	3	3
5	Group work using new structure	8	-
6	Introduction to homework, written application of new structure	4	4

NOTE:. If time does not permit all of these steps, Step 5 could be postponed for another day.

. For the remainder of the period, the class works on another topic, or engages in a change of pace activity.

PERIOD 1:

STEP 1 Oral review of present tense of verb avoir through personalized questions.

T: Est-ce que tu as une bicyclette?

S1: Oui, j'ai une bicyclette.

T: Est-ce que S1 a une bicyclette?

S2: Oui, il/elle a une bicyclette.

T: Demande à S3 s'il/si elle a une bicyclette.

S4: S3, est-ce que tu as une bicyclette?

S3: Oui, j'ai une bicyclette.

The teacher gives a dollar bill to two students to hold.

T: Avez-vous un dollar?

S5(S6): Oui, nous avons un dollar.

T: Pose la question à S5 et S6.

S7: Avez-vous un dollar?

S6: Oui, nous avons un dollar.

T: Qu'est-ce qu'ils/elles ont?

S8: Ils/elles ont un dollar.

The teacher writes the present tense of avoir on the side board as the questioning progresses.

If students experience problems in this review, the teacher drills using whole class and individual repetitions until students have a firm grasp of this material.

STEP 2 Establishment of the concept of past time.

T: Quelle est la date aujourd'hui?

S9: C'est aujourd'hui le jeudi 7 novembre.

T: Et demain?

S10: C'est le vendredi 8 novembre.

T: Alors mercredi?

S11: C'est le 6 novembre.

T: Oui. Alors on appelle le 6 novembre "hier." Le 6 novembre, c'est hier. Répétez.

C: Le 6 novembre, c'est hier.

T: Bon, aujourd'hui, c'est le présent et hier, c'est le passé.

The teacher develops a chart during these exchanges.

JOUR:	HIER	AUJOURD'HUI	DEMAIN
DATE:	le mercredi 6 novembre	le jeudi 7 novembre	le vendredi 8 novembre
TEMPS DU VERBE:	LE PASSÉ	LE PRÉSENT	LE FUTUR

STEP 3 Oral introduction of the present perfect

T: Quel jour est-ce aujourd'hui?

S1: C'est (aujourd'hui) jeudi.

T: Oui, jeudi. Le jeudi, je regarde toujours la télé.
Hier aussi, j'ai regardé la télé. Est-ce que tu as regardé la télé, S2?

S2: Oui, j'ai regardé la télé. (The teacher will prompt "J'ai regardé la télé" if the student needs help.)

T: Quel programme as-tu regardé?

S2: J'ai regardé (name of program).

The teacher repeats with two or three students and prompts the correct answer whenever necessary.

T: Est-ce que S3 a regardé la télé hier?

S4: Oui, S3 a regardé la télé.

T: (asks the class) Est-ce que S3 a regardé la télé hier soir?

C: Oui, il a regardé la télé.

T: S4 a regardé (name of program) et moi aussi! S4 et moi, nous avons regardé (name of program).

T: S4, quel programme avons-nous regardé?

S4: Nous avons regardé (name of program).

T: Qui a regardé (name of program) aussi? Ah, vous avez regardé (name of program) aussi!

S5: Oui, nous avons regardé (name of program) aussi.

T: Qu'est-ce qu'ils ont regardé?

S5: Ils ont regardé (name of program).

T: Mais je n'ai jamais de chance quand je regarde la télé. Au moment le plus intéressant, le téléphone sonne. Hier soir aussi, le téléphone a sonné. Chez qui est-ce que le téléphone a sonné hier soir?

S6: Le téléphone a sonné chez moi.

T: Qui a parlé au téléphone hier soir?

S7: Moi, j'ai parlé au téléphone hier soir.

T: Et (name - indicating another student whose hand was up) a parlé au téléphone hier soir aussi.

T: Est-ce que S7 and S8 ont parlé au téléphone hier soir?

S9: Oui, ils ont parlé au téléphone hier soir.

STEP 4 Oral drills to reinforce the present perfect

EXEMPLE: Drill 1

Modèle: Tu as regardé la télé. (et Jean?)
Il a regardé la télé.

Commencez: Tu as regardé la télé. (et Marie?)

Elle a regardé la télé. (et les garçons?)

Ils ont regardé la télé. (et toi et moi?)

Nous avons regardé... (et toi, Suzette?)

J'ai regardé... (et Marc et moi?)

Vous avez regardé... (et Paul?)

Il a regardé...

EXEMPLE: Drill 2

Modele: Je mange une pomme (et hier?)

J'ai mangé une pomme

Commencez: Je mange une pomme (et hier?)

Nous mangeons une pomme (et hier?)

Les enfants mangent une pomme (et hier?)

Tu manges une pomme (et hier?)

Vous mangez une pomme (et hier?)

Je mange une pomme (et hier?)

STEP 5 Personalization of the use of the present perfect

T: Qu'est-ce que tu as mangé ce matin / à midi ?

S1: J'ai mangé...

T: Pose la question à ton voisin.

(5 or 6 students)

T: Est-ce que tu manges d'habitude à l'école ou à la maison?

S2: Je mange...

T: Et hier?

S2: J'ai mangé...

T: Et toi?

S3: J'ai mangé...

T: Qu'est-ce que tu portes aujourd'hui?

S4: Je porte des jeans / une jupe /...

T: Et hier?

S4: J'ai porté...

ERIOD 2:

STEP 1 See Period 1, Step 5. Vary the -er verbs used e.g. Qui a travaillé après la classe hier? Qui a écouté les nouvelles ce matin?

STEP 2 The teacher elicits examples to create a chalkboard chart.

T: Qu'est-ce que tu regardes, S1?

S1: Je regarde le tableau.

T: Oui, tu regardes le tableau.
Et hier soir, qu'est-ce que tu as regardé?

S1: J'ai regardé la télé.

T: Oui, tu as regardé la télé.

The teacher imitates the sound of a phone.

T: Qu'est-ce que le téléphone fait?

S2: Le téléphone sonne.

T: Oui, et hier soir chez (name) ...?

S3: Le téléphone a sonné.

T: Et (name students) ont parlé au téléphone hier soir?

S4: Oui, ils ont parlé au téléphone.

T: Et est-ce qu'ils parlent en classe?

S4: Oui, ils parlent en classe.

The teacher develops a chart as students answer:

HIER	AUJOURD'HUI
Tu as regardé la télé.	Tu regardes le tableau.
Le téléphone a sonné.	Le téléphone sonne.
Ils ont parlé au téléphone.	Jean et Bob parlent en classe.

(See chart on chalkboard organization)

STEP 3 Analysis of the formation of the present perfect

T: (The teacher indicates the present tense sentence.) Quel est le verbe dans cette phrase?

S1: C'est "regardes." (The teacher underlines regardes.)

T: Et le verbe ici?

S2: C'est "sonne." (The teacher underlines sonne.)

T: Et dans cette phrase?

S3: C'est "parlent." (The teacher underlines parlent)

T: Très bien - et quel temps est-ce? (The teacher indicates le présent if students hesitate.)

S4: C'est le présent.

T: Oui, et de quel verbe est-ce le présent?

The teacher establishes: regarder, sonner, parler.

T: Oui. Maintenant, regardez bien. Quel est le verbe dans cette phrase?

S5: C'est ..... "as," "regardé" (etc.)

T: Oui ... mais ce n'est pas tout. Quel est le verbe complet?

S6: C'est "as regardé."

T: Oui, bravo! Et dans la deuxième phrase? (The teacher underlines the verb.)

S7: C'est "a sonné." (The teacher follows the same procedure for partial answers and underlines the verb.)

T: Et le verbe dans la troisième phrase?

S8: C'est "ont parlé."

T: Oui. (The teacher underlines the verb, and then indicates the three verbs) C'est le verbe au passé. Regardez bien: Quelle est la différence de forme entre regardes et as regardé?

The teacher accepts all legitimate answers until he/she gets the answer below, S9.

S9: Le verbe a un mot au présent et deux mots au passé.

T: Excellent.

The teacher establishes that there are two words in the verb in all three sentences.

T: Maintenant, regardez bien le premier mot. (The teacher indicates as/a/ont.) Quel verbe est-ce?

If the students do not react, the teacher indicates the avoir chart.

S10: C'est le verbe avoir.

T: Regardez ces trois mots (regardé, sonné, parlé). Quelle est la terminaison?

S11: C'est é.

T: (The teacher indicates regarder.) Pour changer regarder en regardé quelle(s) lettre(s) est-ce qu'on efface?

S12: Effacez er/r.

T: Oui, très bien. Et qu'est-ce qu'on ajoute?

S12: Ajoutez é/accent aigu.

The teacher follows the same procedure for formation of sonné and parlé.

T: Quel temps est-ce?

S13: C'est le passé.

T: Oui, et cette forme (indicating regardé, sonné, parlé) c'est le participe passé.

The teacher writes the term on the board.

Qui peut me donner les deux parties du verbe au passé composé?

S14: Ce sont avoir et le participe passé.

The teacher writes: AVOIR (au présent) et LE PARTICIPE PASSÉ

T: Et cette forme du verbe s'appelle le passé composé.

STEP 4 See Period 1, Step 4. Vary the vocabulary used e.g. Tu as acheté un cahier?

STEP 5 Group work using the present perfect

If there is a group of students who need to review the formation of the structure, the teacher works with them for the rest of the period.

Other students may:

1) work in pairs to reconstitute short past tense sentences from a given set of word cards.

2) work in pairs asking each other questions using the past tense of the verbs on a supplied list. Questions should be answered in the affirmative at this stage.

3) work in groups of four or five to produce an oral report on a recent school event, party, or shopping expedition, using the appropriate verbs from the supplied list in the past tense.

STEP 6 Assignment of homework on the formation of the present perfect

The teacher will introduce the homework by having students do some of Exercises A and B orally to see if they have any difficulty.

HOMEWORK EXERCISES

Exercise A.

Mettez le participe passé dans les phrases suivantes.

1. (regarder) Il a _____ les nouvelles voitures.
2. (écouter) Hier soir, nous avons _____ la radio.
3. (sonner) Ce matin, mon réveil a _____ à sept heures.
4. (acheter) Marie et Jeanne ont _____ des disques chez Sam.
5. (dépenser) Avez-vous _____ beaucoup d'argent?
6. (terminer) J'ai _____ cet exercice.

Exercise B.

Répondez aux questions suivantes selon le modèle.

Modèle: As-tu regardé la télé hier soir?

Oui, j'ai regardé la télé hier soir.

1. Est-ce que ton père a fumé sa pipe à la soirée?

   Oui, _____

2. As-tu parlé au téléphone hier soir?

   Oui, _____

3. Est-ce que les Leafs ont gagné samedi dernier?

   Oui, _____

4. Avez-vous étudié le passé composé aujourd'hui?

   Oui, _____

SUGGESTED CHALKBOARD OUTLINE

CHALKBOARD A

HIER	AUJOURD'HUI	DEMAIN
le mercredi 6 novembre	le jeudi 7 novembre	le vendredi 8 novembre
LE PASSÉ	LE PRÉSENT	LE FUTUR
Tu as regardé la télé.	Tu regardes le tableau.	
Le téléphone a sonné.	Le téléphone sonne.	
Jean et Bob ont parlé au téléphone.	Jean et Bob parlent en classe.	

AVOIR (AU PRÉSENT) + LE PARTICIPE PASSÉ = LE PASSÉ COMPOSÉ

CHALKBOARD B

L'INFINITIF	LE PARTICIPE PASSÉ
regarder	regardé
sonner	sonné
parler	parlé

L'INFINITIF - ER + É = LE PARTICIPE PASSÉ

APPENDIX C

An outline of child development from ages five to sixteen follows. The implications of the various characteristics for language learners are suggested, and should facilitate the planning of activities for both affective and cognitive areas to match the interests of the child.

Since these stages are the <u>average</u> for the group indicated, it is obvious that, out of every hundred children of a particular age, some will share more of the characteristics of the previous age group, while others will have more of the characteristics of the following one. All this means is that individuals have different rates of development.

Further information on developmental stages will be found in the chart "The Complexities of Childhood" published by the Ministry of Education.

<u>General</u> characteristics - physical, emotional, social and moral, and mental - have been indicated. There will be many individuals who do not exhibit these general traits. This is another reason that teachers must consider the individual child in selecting techniques and materials.

THE FIVE-YEAR OLD (Senior Kindergarten)

Characteristics	Implications
Physical	
Most boys are bigger, weigh more, and are more clumsy than girls. They are up to a year behind girls in other aspects of development.	
Boys and girls have similar interests. Unless they are engaged in absorbing activities, both have short attention spans. They need large-muscle activities.	. can paint with a large brush, cut and paste, but not write; . enjoy games involving movement; singing games such as "Promenons-nous dans les bois"; . a good time to learn to understand and use commands which involve motion.

Characteristics	Implications
<u>Emotional</u>	
Calm, serene, dependable	. fit into a group and accepts the teacher's leadership, but will organize groups of children of the same age or younger for play; . groups of 6 or fewer the optimum.
<u>Social and Moral</u>	
Adults are more important than peers.	
. reflect the speech, manners and general attitudes of parents;	. if reticence to learn another language is detected, teacher should try to persuade the parents to be neutral.

Characteristics	Implications
. are conscious of sex differences, but not of race or colour;	. overt efforts to interest them in French-speaking children will be rather unprofitable in the K-2 span.
. are interested in own body;	. teach parts of body.
. may be in contact with large peer groups for the first time.	. gradually learn to share, to take turns, to put things away, to listen to others, to participate in group games.
Mental	
. mother tongue vocabulary 2,200 - 3,000 words;	. vocabulary for names of familiar objects can be taught.
. mother tongue grammar was well established by age 3½; by age 5, it now needs only a few surface refinements;	. children may try to fit French vocabulary and structures into patterns of mother tongue.

Characteristics	Implications
. like having stories told or read aloud;	. develop listening comprehension through telling of stories, etc. with illustrations.
. like opportunities to comment and ask questions;	. can illustrate a story and like to talk about it.
. prefer stories in which animals talk;	. tell, or read aloud, stories such as Les trois ours, Le petit chaperon rouge, Jeannot Lapin.
. normally are at the early concrete operational stage;	. real experiences: visits to the zoo, the fire hall, a farm, the beach.
. know the value of common coins;	. like to shop in a store.
. love fantasy and like to pretend.	. dramatic play with props and much organization.

EARLY CHILDHOOD

AGES SIX, SEVEN AND EIGHT (Primary Division)

This age band is sometimes called "First Adolescence" because by the time children reach the end of it, they are relating to their peers and asserting their independence from their parents.

Characteristics	Implications
Physical	
. enjoy physical activities involving the whole body;	. playground activities in French: jumping rope, hopscotch, playing with a ball, ring-toss, jacks, tag, hiding, marbles, swimming, kite-flying, follow the leader, hoops, frisbies, riding a bicycle.
. daring and confidence may exceed children's ability and limits of caution;	
. enjoy rhythmic activities;	. singing and movement games, action songs, rounds.
. tire easily; need to change to quiet amusements; the 7-year old has lengthy periods of calmness and self-absorption.	

Characteristics	Implications
<u>Emotional</u>	
. need to be valued and approved; only adults can satisfy this need until peer group begins to be important during the last half of year 8.	. make sure each child experiences success.
. are vulnerable to criticism; cannot accept loss of prestige or failure with grace;	. avoid competitions in which an individual child is isolated and is conspicuous in losing or winning.
<u>Social and Moral</u>	
. are aware of races, nationality, and social classes but are free of discrimination unless immediate environment is strongly prejudiced.	. a good time to create interest in French-speaking children, in their daily habits of manner and speech; . are delighted with similarities; don't over-emphasize the quaint.

Characteristics	Implications
	The encouragement of good attitudes towards French-speaking psople should be a normal, integral part of the curriculum, in French and in other areas, particularly from about age 8 on. The aim is to show Francophones as interesting people to know or to visit. The effort should be continuous and low-key, not merely an off-and-on, high pressure approach.
. are naturally curious about children in other lands, and empathy with other cultures is easily developed;	A curriculum unit focused on French Canada or France, complemented by filmstrips, slides, etc., will stimulate interest (e.g. French-Canada Week).
By age 8 boys and girls have separate activities and interests and generally do not play together.	The teacher can establish that it is "fair" for a boy to choose a girl, or vice versa, to ensure that everyone has a turn.

Characteristics	Implications
. enjoy taking turns and insist on fairness; . can lead a play group of 7-8 members;	
The 6-year-old still resembles the 5-year-old in many respects: plays in sight of home; is parent or teacher-oriented; learns through sensory experiences and hand work.	Learning activities should be manipulative, if possible.
The 8-year-old is assured; plays happily away from home; is becoming peer-oriented; can read and write; more sitting and listening and reading are appropriate.	Situations and dialogues should involve people of the child's own age, and in the community beyond the home.

Characteristics	Implications
For 6-year-olds, "good" and "bad" are specific acts approved or disapproved of by parents.	The teacher will identify clearly acceptable and unacceptable routines, not "good" or "bad" children.
Later, "good" and "bad" broaden out to such ideas as helping, hurting, being fair.	
Toward the end of this age band, pupils are making moral evaluations, i.e. rightness and wrongness.	Pupils want to express their views on the rightness or wrongness of their own, or other children's actions.
Situations which utilize the stages of moral development contain powerful intrinsic motivation: . black and white . Kohlberg moral stages . preconventional, concrete	Involvement in making moral decisions will lead to real communication.

Characteristics	Implications
Mental	
Age 6 knows simple mathematical concepts e.g. geometric shapes; classifying, sorting, and measuring. Age 7 can do addition and subtraction; age 8 knows simple fractions.	. working with metric system . comparative and superlative structures . mathematical games in French
Age 7 can tell time.	Use clocks and calendars to teach time and dates.
Dramatic play still a favourable activity; this age group enjoys T.V., movies.	. dialogues and skits, T.V., videotapes and movies are suitable.
. interested in clothes: choosing and buying new ones;	. use this for acting out a trip to the store and for teaching the articles of clothing.
. can help at home: setting table, making beds, tidying rooms (willing, but inconsistent).	. use this as material for skits and role-playing.

Characteristics	Implications
. use telephone well;	. encourage practice in conversation with toy telephones.
. enjoy nonsense rhymes, likes to memorize;	. introduce comptines, especially humorous ones.
. can enjoy jokes and riddles but do not like to be laughed at;	. use devinettes.
. like pictorial magazines, records and tapes;	. choose audio-visual aids with care. Turn some of the dialogues into radio plays, using the tape recorder.
. towards the end of this age band, learn from mistakes of others; like to catch the teacher in an error if the correction is accepted gracefully;	. use errors as opportunities for extending learning.

Characteristics	Implications
. like to have the teacher a part of the activities and games;	. join in the games and songs. Reverse the roles of teachers and pupils from time to time.

LATER CHILDHOOD

AGES NINE, TEN, AND ELEVEN (Boys 9, 10 and 11) (Girls 9 and 10)

Summary

This age band is a time of comparative serenity. Children in a good setting are eager to learn; they particularly enjoy science and the study of the world around them.

The peer-group is important, but children of this age recognize and follow willingly good leadership from the teacher.

The behaviour of most boys diverges from that of most girls. Boys tend to be more physically active; girls tend to be more sedate.

There are opportunities at this stage to develop the skills, understandings, and attitudes that these children will need in the next stage of their development. They should be helped to develop self-confidence before they meet the problems of adolescence.

Characteristics	Implications
<u>Physical</u>	
. play organized games - baseball, hockey, etc;	. use this familiarity to add interest to drills and activities in the classroom.

Characteristics	Implications
. are more competitive as group members than as individuals;	. plan games, drills and dramatizations on the basis of groups. Don't put individuals "on the spot".
. physical co-ordination of fine muscles develops rapidly; can write legibly, play musical instruments, make models and collections.	. occasionally collections and models can be relevant to the French class: e.g. the stamps, coins or flags of Francophonie. . physically able to illustrate, transcribe, etc.

Emotional

. peer group importance increases but affection, acceptance and recognition from adults are still necessary to satisfy his emotional needs, some of which are paradoxical: love, belonging, and independence; security, success and also new experiences;	. make sure these pupils experience success. Create a warm supportive atmosphere inthe classroom.

Characteristics	Implications
. like pets; enjoy camping and outdoor activities with the family, clubs, etc.	. use these interests in dialogues and situations.
. This age band has a number of fears: the unfamiliar, the teacher, failure, unpopularity, death, family problems.	. Never ridicule these anxieties and do not use intimidation or sarcasm. Reassure students about their progress in the language.
<u>Social and Moral</u>	
. will accept adult values concerning relations with other races and social classes;	. Create an interest in native speakers of French and their way of life.
. will discuss relationships with insight;	. Try to offer real contact with the French milieu. . Exchanges of correspondence could begin now. Class projects such as writing and recording, reports of activities for exchange with classes in Quebec, etc. ought to be initiated in the native, and in the target languages.

Characteristics	Implications
. enjoy secret codes	. A second language is a type of secret code.
. Their growing independence may take the form of rebelliousness, disobedience, back talk, discourtesy, particularly at eleven.	. Don't sermonize on good manners. Private talks with individuals who offend are more effective.
. enjoy cooperation, but find it difficult to learn to cooperate. Will abide by group decisions.	. Patience! This is a crucial period for learning the morality of cooperation.
. can develop tolerance, honesty, sense of justice, and concern for the rights of others.	. The use of values clarification techniques recommended.

Characteristics	Implications
. Conflict may arise between the morality of the home and the morality of the peer group. The group's influence is strong in speech, manners, and behaviour.	. For discussions, avoid choosing a situation in which pupil opinion is unanimous.
. They begin to discuss and evaluate teachers and parents. They like a "fair" teacher and gang up on a disliked teacher. They prefer adult supervision of games and activities rather than adult participation.	. A teacher must be fair and friendly, and yet must assume a more aloof role in group activities in the classroom. Allow the children to help plan their small-group work.
. A time for hero-worship. The heroes are mostly from T.V. and sports.	. Teachers should be aware of the current heroes, if only to avoid suggesting the wrong ones.

Characteristics	Implications
Mental	
. English vocabulary at age 11-12 may be 7,500 words. Have paragraph skills. May be reading more than at any other time of life. Need opportunities for self-expression.	. A teacher of French needs to be aware of the enormous disparity between first language and second language skills. Teacher must continue to demonstrate to pupils their progress and movement toward a satisfactory competence.
. More interested in non-fiction, in factual accounts of science, of other parts of the world, of the distant past. Use reading as much as direct experience to expand their knowledge of the world. There is a great range of reading ability. Some 11-year-olds have reached adult reading ability, while others are grades behind.	. These interests should be carefully considered when choosing reading material, or discussion subjects. Consider travel, biography, science, nature. . French teachers must be aware of the principles of developmental reading. Introducing reading as a small-group activity permits ability grouping

Characteristics	Implications
. Reading problems may cause, or result from, emotional problems.	. Poor reading skills result in frustration. Discuss such cases with the home-room teacher.
. Many boys don't like the traditional type of books featuring girls. Most girls like books featuring boys or girls.	. Stories of adventure and exploration are indicated. Mysteries are acceptable to both sexes.
. The study of culture - drama, painting, music and art - is not high on the priorities of this age band. Like to sing.	. Any experiences in art, music or drama must be active not passive.
. Can plan for weeks ahead and evaluate own activities.	. The pupils can take increasing responsibility for dramatization of dialogues, and saynètes; arrange for such performances to be presented in finished form before an audience.
. Segregate the sexes when choosing groups.	. Allow independence in forming groups. A boy and a girl may be embarrassed by being paired off.

PREADOLESCENCE

AGES ELEVEN, TWELVE AND THIRTEEN

(Boys 12 and 13) (Girls 11 and 12)

Summary

Within this age-band, children experience a sudden spurt in physical growth. Associated with this amazing leap toward physical maturity are a number of characteristics over which they do not have complete control. Appetites are enormous; a boy is often short of stamina and tires easily. Moods are apt to change momentarily, and some behaviour is almost inexplicable.

Girls are more than a year ahead of boys through this period. In year 11 for instance, most girls achieve 9/10 of the height they will have at age 21. In both sexes, a great variety of weight and height becomes normal for any group of the same chronological age, owing to the different ages that individuals reach the growth spurt. Some early-maturing girls and late-maturing boys encounter difficulties in their relationships with their peers. The peer group is more influential than adults at this time.

Characteristics	Implications
Physical	
. The team spirit develops. Work better in groups than as individuals.	. Small-group work is indicated.
. Want to be self-reliant and wish to work independently of adults.	. Some parts of the program may be individualized.
. Before the physical changes, are cooperative, dependable and nice to have in class; during the growth spurt, may be quite different; may suffer from extreme fatigue and hate everybody that makes demands; behaviour may become unpredictable.	. The classroom teacher is in a good position to observe these physical changes. A close cooperation between the homeroom teacher and the French teacher is indispensable. . The pressure and tension of the French classroom in an audio-lingual program must be relieved by humour, by a variety of activity, by planned listening and reading sessions.

Characteristics	Implications
Emotional	
. This age has lots of frustrations: lack of social skills, physical coordination that is not up to adult level, failure to mature at the same rate as others, loneliness, conflicts between parents and peer group.	. This age has so many uncertainties and insecurities that it is difficult for children to accept criticism. A teacher should be conscious of these problems.
Social and Moral	
. Greatly enjoy a group project such as planning a play. See possibilities of cooperative group action.	. Prepare French skits and plays, choirs, etc. for an assembly.
. Capable of critical evaluation of someone else's work.	. It is possible to create competition between groups in this field.

Characteristics	Implications
. The peer group exerts an overwhelming influence on the adolescent's behaviour and moral code. The influence can be very positive.	. It is a fact established by research that teachers who are optimistic about their students' capabilities get better results than teachers who are doubtful. Confidence in students is essential in language teaching.
. Strong feelings about honesty, simple justice.	. Discussions on values can be exciting and permanently beneficial.
. Conscience more apparent.	. Sportsmanship (or lack of it). . Hypocrisy, cheating, and bragging are some of the issues on which this age has decided views. Every newspaper or newscast contains at least one event which can spark a debate.
. At this age, individuals begin their search for a personally relevant meaning in life.	. Some of the reading texts should reflect this seriousness. . Class discussion should provide opportunities for expression of individual points of view.

Characteristics	Implications
Mental	
. Brain development is almost complete: this age group can apply scientific problem-solving approaches to complex problems. Lacks only experience.	. Make appropriate use of the cognitive approach.
. Is becoming aware of a wider world beyond the community.	. Situations created to use structures and vocabulary should be adult and real-life. Current events in Québec, our relations with other countries of Francophonie, their socio-economic conditions, transportation and economic facilities may interest this age-group. French magazines meant for this age should be available. Specific sections (e.g.sports, entertainment) of French-language newspapers, and some radio and T.V. broadcasts are of interest.

Characteristics	Implications
. Reading is still a major interest. Boys still find physical sciences the most popular field. However, individual tastes in reading begin to diverge.	. Of significance for the teacher choosing reading material. A great variety is necessary. Encourage use of library and other community resources. Encourage special interests.
. Like things that are funny. Are developing a more sophisticated sense of humour.	. Make use of cartoons, farces, skits on T.V. commercials. At this age students become adept at sarcasm; make sure it is constructive in the classroom.
. Like expressing thoughts in diaries, poetry and letters.	. Motivation for writing.

ADOLESCENCE

AGES THIRTEEN, FOURTEEN, FIFTEEN, SIXTEEN

(Boys 14 - 16) (Girls 13 - 15)

Summary

Girls at 14 and boys at 15 look more like adults than children. However, they are not yet mature in emotional stability. Fluctuations in mood may last longer - even a year at a time. They are self-conscious about their appearance, they dress to conform to the group; one of the main concerns of this age range is working out a satisfactory relationship with people in general, and particularly with those of their own age group (of both sexes). This is often the most stressful period of the teens.

Some of the most bewildering problems of the age arise from the conflict of values with parents, conflicts which are heightened by swift social changes that have occurred since the parents themselves were teenagers.

Characteristics	Implications
Physical	
Sports activities:	
. basketball, baseball, bicycling, horse-back riding, hockey, football, skating, skiing, swimming,	. Interest in sports declines toward the end of this age band, to be supplemented by interest in social activities. Modules on sports could be designed;

Characteristics	Implications
	. the use of French-language radio and T.V. sports broadcasts is recommended.
Social and Moral	
Some of the areas of interest are:	. These interests should provide subjects for conversation. Pertinent reading material and discussion of these topics can be very valuable and interesting. Exposure to Québec chansonniers is appropriate.
. entertainment (particularly pop music, record collections, movies and T.V., dances, parties, dates);	
. money ;	
. clothes ;	
. cars ;	
. boy-girl relationships, choice of friends ;	
. drugs (including alcohol and tobacco);	
. school achievement;	

Characteristics	Implications
. games (table games: checkers, chess), cards; . telephoning, talking.	. Cards (language games), Monopoly, Clue, Mille Bornes, Scrabble, Masterpiece (available in French)
. At this period, young people increasingly make more of their own decisions about right or wrong.	. Panels, debates, "buzz groups" are techniques for utilizing the strong intrinsic motivation of value questions. . Insistence on absolutely correct speech will destroy spontaneity.
Mental	
. There is a decreasing amount of time for reading. Magazine reading grows in popularity.	. Possibly anthologies, periodicals or episodic novels are indicated rather than longer contexts.
. Radio becomes more popular than T.V. (Sixteen-year-olds move around too much to watch T.V.)	. Courses with emphasis on aural comprehension might interest the 15-or 16-year-old. (Radio news broadcasts, etc.)

Characteristics	Implications
. Sixteen is the age of the driver's permit.	. A module on the Highway Code or on a comparison of the codes of Ontario and France might be both profitable and interesting.
. From 14 on, interest in careers grow.	. For discussion or compositions.
. Students will already have developed a consuming interest in a certain specific area (athletics, ballet, music, etc.)	. Teachers should be aware of this and be ready to take advantage of these interests.
. During this age span, most students will be apathetic at some time or other.	. Generally, adolescents match the enthusiasm of effective and understanding teachers.

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